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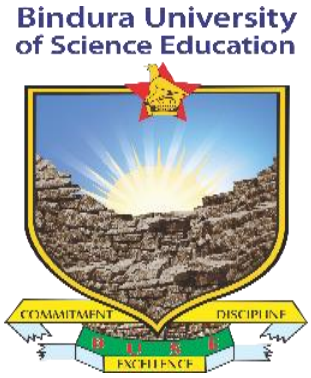

FACULTY OF SCIENCE AND ENGINEERING

DEPARTMENT OF SPORT SCIENCE

Developing an Adapted Talent Identification Framework in Girls Football for Primary Schools in Sanyati District.

By

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A DISSERTATION SUBMITTEDIN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN SPORTS MANAGEMENT

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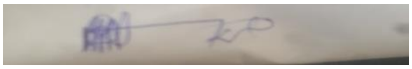
BINDURA

Declaration

I Mamboko Rumbidzai,the undersigned, hereby declare that this thesis is my own design and execution. This dissertation is submitted for the degree of Master of Science Degree in Sports Management at the Bindura University of Science Education. It has not been submitted before for any degree or examination at any other university.

Signed  Date 02 /04/24

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Acknowledgment

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Dedication

The research project is dedicated to my family.

Abstract

Talent identification and development are fundamental aspects of sporting activities. Players who have the potential to excel in future must be identified and developed so that they realise their potential. There is a need to have proper strategies for identifying and developing talent.

The purpose of the research was to develop an adapted talent identification framework in girls' football for primary schools in Sanyati District. An inductive approach was used in the research. The research was based on the traditional and contemporary models of talent identification and development. A cross-sectional approach was used in the research. An exploratory approach was used to gain new insights into talent identification and development in women football in Sanyati District. Respondents in the research included thirty (30) coaches, twenty-three (23) sports directors, four (4) agents and seven (7) school headsthat completed questionnaires. Seven (7), seven (7) sports directors, four (4) agents and one (1) headwere interviewed. Data collected from questionnaires were analysed using SPSS version 21 and data collected from interviews were analysed using NVivo. The findings of the study were that the traditional methods of talent identification in the Sanyati District have significant gaps and limitations. These include the lack of standardized assessment tools, limited consideration of training protocols and long-term talent development, and minimal integration of technology. These gaps hinder the accuracy and effectiveness of talent identification, potentially leading to resources being invested in developing the wrong athletes. Based on these findings, a set of recommendations has been formulated to address the identified gaps and enhance talent identification practices in women's football for primary schools in the Sanyati District. These recommendations emphasize the need for collaboration and partnerships, standardized assessment tools, comprehensive training and development programs, long-term talent development pathways, needs assessment, and technological integration.

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List of Abbreviations and Symbols

ASM – Athletic Skills Model

DMSP – Developmental Model of Sport Participation

GTSC – Game Technical Scoring Chart

LTAD – Long-Term Athletic Development

NAPH – National Association of Primary School Heads

NLP – Nonlinear Pedagogy

SCORE –Soccer Competencies in Realistic Environments

SSGs – Small-Sided Games

TID – Talent Identification and Development

CHAPTER ONE: THE PROBLEM AND ITS SETTING

1.1 Introduction

A significant component of the philosophy and practice of sports training is talent identification and sports introduction. All children have innate abilities that must be recognized and nurtured. For children to perform to the best of their abilities in sports, coaches and sports organizers must find innovative methods and strategies for identifying learners who have potential for participation in sports. The way an athlete responds to the various interactions and stimuli they encounter on a daily basis determines how successful they will be (Pruna et al., 2018). In-depth development initiatives are required for the player to reach their full potential. The aim of this research is to create a customized model that can be used to find talent ingirls' football for primary schools in Sanyati District.The chapter includes the following sections: Study Background, Problem Statement, Significance of the Study, Research Questions, Research Objectives, Delimitations of the Study, and Study Outline.

1.2 Background to the study

The study focuses on the methods of identifying and developing football talent that Sanyati District primary schools use. The appropriate protocols are not being followed. As a result, the district's female football teams are performing poorly in games against other districts.

Players need to improve their intrinsic talent and ability in order to perform to their maximum potential. Good players take time to develop. Youngsters who are determined to possess strength appropriate for the demands of a football game will gain from an effective approach to performance. There are models for traditional talent identification that can be used. Examples include Bloom's Model, the Development Model of Sports Participation (DMSP), and the Traditional Talent Identification Models. Conventional approaches to identifying and nurturing talent centre on methods that are detached from actual gameplay (Pizzaro, 2018). Developing athletes that merely mimic the coach's actions is what define these models. They don't encourage cognitive abilities like decision-making, which is crucial for honing tactical skills.

Bloom (1985) developed his approach by concentrating on those who had excelled in science, music, and swimming. Bloom (1985) asserts that parents have an influence on their children's decision to play a particular sport. This might not be the case since children in Sanyati District

might have athletic talent that sets them apart from their parents. But Bloom's model was not predicated on football.

Jean Cote created the Developmental Model of Sports Participation (Savelsbergh, 2016). He feels that young children should play and that coaches should help them develop their skills in a particular sport. The children's activities are focused on a specific sport.

Balyi and Hamilton created the Long-Term Development Model (LTAD) (Balyi and Hamilton, 2013). Its foundation is task-oriented training. It gives instructors exercises that kids in various age groups can complete depending on global goals. Children in Sanyati District might not be appropriate candidates for activities focused on global aims.

Early specialization is a defining feature of the linear Traditional Talent Identification and Development Models. At a very young age, children begin to specialize in one particular sport. Early specialization might hinder a young athlete's overall development and result in a limited range of general motor abilities since the athlete is only able to participate in that one activity, according to Stratford et al. (2018).Young children who specialize in one sport are more likely to quit sports altogether since they don't love it as much Stratford et al., (2018).

Some of these traditional models were developed in Europe and North America. These models were developed when focusing on children who live in different places with those in Zimbabwe and Sanyati District in particular.

According to a study by Rebeiro et al. (2021), it is exceedingly challenging to forecast a child's potential using the conventional talent identification and development models. They go on to add that since performance aspects like physical, physiological, psychological, and social may alter as a child grows older, it is challenging to forecast a child's future performance based on these factors alone.

Before specialization, a variety of physical activities served as the foundation for both modern and scientific models of TID (Chow et al., 2021). Two examples of scientific models are the Nonlinear Pedagogy and the Athletic Skills model. These models were created by modifying the conventional approaches to talent identification and development. The scientific models of

TID are supported by Chow et al. (2021) and Wormhoudt (2018) because they allow students to participate in a range of sports before specializing.

Rene Wormhoudt and Professor Greet Savelsbergh created the Athletic Skills Model (ASM) (Savelsbergh, 2018). The nonlinear model of talent discovery and development is predicated on the idea that players participate in multiple sports prior to settling on one. The children's participation in donor sports, which will aid them in honing their target sports skills, is another priority of the strategy. This strategy is applied in industrialized nations where kids can participate in multiple sports prior to becoming specialists. Parkour and futsal have been found by researchers to be donor sports that are highly beneficial in a variety of sports, including football (Mendes et al., 2022, Strafford et al., 2018). However, parkour and futsal are not practised in the SanyatiDistrict. In Zimbabwe and Sanyati District, there is a limited number of sporting activities that can be performed by children due to a lack of resources. There is a lack of knowledge on the use of some sporting activities as donor sports for the development of the football game in the district.

Then there is Nonlinear Pedagogy (NLP) which is based on an exploratory approach to the acquisition of skills by children. The key factor in this model is representatives which are the skills that can be performed by children, and which are like the skills performed in the actual game. Games can be modified. The football game can be modified to train young athletes to acquire relevant skills. Small-sided football games need to be practised in an organised way (Fenner and Unnithan, 2016).

The lack of proper methods of identifying and developing talent has led the district into failing to perform very well in women football provincial competitions and the district has failed to have teams that can represent it in national competitions. There are no women football clubs in the district as a result there are no players from the District who have graduated from school sports into topflight performance at the national level. This has led the district to fail to have competitive football clubs that can feature in the national premier league.

It is very important to research as it helped in developing an adapted talent identification framework which will help in improving the way the football game is played in Sanyati District.

1.3 Statement of the problem

High performance of girls' football for primary schools in provincial and national competitions can be achieved if the schools are committed to support talent identification and development of student-athletes to professional level. Although there are existing sport programs in Sanyati District, the question is whether there is a talent identification program at primary education level that can facilitate the development of student-athletes to the elite level. Review of literature shows that limited studies have investigated girls football issues in Zimbabwe and the majority of studies have centered on other sports codesand men'sfootball.

Currently, most of the research in this domain is conducted in highly ranked, established football nations where the sport is immensely popular for example Germany, Portugal, Belgium to mention a few. This study was concerned with developing an adapted talent identification and development framework to be used in identifying talent in girls' football for primary school in the Sanyati District.

The District has made a minimal impact in presenting athletes in provincial and national competitions. To better find out factors leading to minimal presentation of women football players in these competitions, a study is needed to assess sport talent identification in women football for primary school in Sanyati District and an adapted talent identification framework will developedfrom the findings of the study and the contemporary models of identifying and developing talent. The framework will help in having a proper model that can be used to identify and develop talent in football in the district.

1.4 Significance of the study

The results obtained generated a body of knowledge regarding the talent identification process through unveiling the collective coaches' and sports directors' perspectives and subsequent development of a talent identification framework for primary women footballers within the Zimbabwean context particularly in Sanyati District. The study could be of benefit to football coaches, other stakeholders such as physical education teachers, sports code coaches, and scouts. The talent identification knowledge could also provide valuable feedback for Zimbabwe Football Association, Zimbabwe Sport and Recreation Commission,clubs and

Zimbabwe Olympic Committee about the challenges and prospects regarding the talent identification process of women footballers in primary schools. The results may also aid in the development of more effective policies by policymakers for the advancement of football in the nation. The study can also be used to determine how successful talent development and identification programs created in other nations are. It can serve as a conclusion to the gaps found in the current body of knowledge.

1.5 Research questions

Primary Research question

What adapted talent identification framework can be developed to enhance performance in girls' football for primary schools in Sanyati district?

Subsidiary Questions

- What are the current talent identification methods being used in primary schools in Sanyati district?
- How effective are the methods of talent identification in girls' football being used in primary schools in Sanyati district?
- What framework can be developed to improve talent identification in girls' football for primary schools in Sanyati district?

1.6 Research objectives

- To develop an adapted talent identification framework in girls' football for primary schools in Sanyati district.
- To determine the methods of talent identification which are being used in primary schools in Sanyati district?
- To measure the effectiveness of the methods of talent identification beingused in primary schools in Sanyati district.
- To explore ways of improving methods of talent identification in Primary schools in Sanyati district.

1.7 Delimitation of the study

This study was delimited in its scope togirls'football for 64 Primary schools in Sanyati District which is in Mashonaland West Province. Thirty-seven of them are rural day schools, 15are

peri-urban schools and 12 are urban schools.Additionally, the study is delimited only to develop talent identification framework ingirls' football which can be used in primary schools in Sanyati district. This coverage has been chosen because primary schools sport forms a grassroots level of sport. Alsothe coverage was chosen so that whatever model the researcher comes up with will benefit every girl child involved ingirls' football.Moreso, the coverage was limited to Sanyatidistrict, becausethat's where the problem was identified as well asconsidering the time the researcher has to carry out a research which may not allow herto go to other districts in the province.

1.8 Study Outline

The study focused on developing an adapted talent identification framework in girls' football for primary schools in Sanyati district. The research is organised into six chapters. Chapter one is focusing on the problem and Its Setting, chapter two is onLiterature Review, chapter three is on Research Methodology, chapter four is on results, chapter five is on Discussion and lastly chapter six is on Conclusions and Recommendations.

1.9 Chapter Summary

The background to the study, statement of the problem, significance of the study, research questions, research objectives, delimitations of the study and study outline have been presented in the chapter. The next chapter is focusing on literature review.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Finding talent is a crucial component in sports growth. The goal of sports talent identification is to find, identify, choose, and develop the athlete who, to the greatest extent feasible, can

guarantee competitive success.In football, identifying talent is a difficult process that coaches must complete. The goal of this process is to find young football players who have the potential to become elite players in the future. According to Pruna et al. (2018), innate skill and ability must be nurtured in order for athletes to reach their full potential. Good players are not produced overnight. Programs for identifying talent are intended to support athletes who possess the capacity to excel in a variety of sports. According to Mustafovic et al. (2020), the identification of players necessitates a multidisciplinary approach because standard testing of physiological and technical components of players' development is challenging due to a player's growth and development, particularly during adolescence. To determine whether a person has what it takes to succeed in the future, a number of factors can be examined in them.Sports science, according to Zvan and Coh (2019), is crucial to the process of spotting, nurturing, and improving young athletes' abilities. Comprehensive development programs are required in order to mentor young athletes toward peak performance. The primary goal of this chapter is to provide an overview of the literature on sports talent identification.The research questions created in the preceding chapter will serve as a guide for the process of reviewing other authors' works. The chapter includes a definition of each phrase. The researcher will talk about both modern and traditional methods for identifying and developing talent. The chapter will also include a methodological and thematic evaluation of the literature.

2.2 Conceptualisation

Teams need talented players if they are to perform successfully in football games. Scouts and coaches must find players that have the ability to excel in football contests. Coaches have the ability to help players improve their talent. Talent, according to Visalim et al. (2018), is a potency that requires development of initiative and rigorous, methodical coaching in order to manifest. A person who is aware of and cognizant of their potency will reap its rewards.When a person's potency is known, coaches can use that information to better prepare their athletes. Sports educators in schools must recognize students' talents, plan for them, and then involve them in a variety of activities. Talent is defined by Zvan and Coh (2019) as a combination of social traits, motivation, psycho-motor and functional ability, and inherited physical traits.

According to Mustafovic et al. (2020), different writers use diverse terminology to define talent and characterize its functions. While some interpret it as "possibilities," others associate it with "capability." According to some writers, gifted athletes are people with competencies (Kelly et

al., 2018). The variety of methods used to define "talent" demonstrates the intricacy of the talent identification process. According to Mustafovic et al. (2020), talent selection criteria cannot be the same for every organization.

Talent identification, according to Kelly et al. (2018), is the process of identifying athletes who possess skills that will allow them to become experts in a certain sport. The goal of talent identification is to evaluate athletes' current performances and predict their potential for future success. It involves projecting players' future performance from their present performance. The goal of talent development is to give athletes the best possible learning environment so they can reach their full potential. According to Kelly et al. (2018), talent development involves giving the player the learning environment they need to realize their potential.To realize their full potential, the players with the indicated talent must go through a development procedure. According to Utamayasa (2021), sports professionals should recognize and nurture schoolchildren's talent. In every sport, athlete identity should be maintained.

Talent identification is a process that combines several different elements rather than being a stand-alone approach. The primary aim of talent identification in sports is to identify potential athletes with the best skills in a certain discipline.

Regarding directing children's talent, two paradigms are emerging (Visalim et al., 2018). First of all, not every youngster is gifted in sports. It indicates that some kids are capable of being developed and coached. The second paradigm holds that all kids are gifted in particular sports. It indicates that the young athlete has the potential to excel in a particular sport. According to Hariadi (2017), the second paradigm offers kids a lot of chances to be recognized in sports so they can compete well. Though it is difficult for them to achieve without skill, all children can study and succeed in a certain subject (Utamayasa, 2021).

According to Visalim et al. (2018), there are variations in the activity, structure, and capacity of each sporting discipline. Sports are all differentiated by their own anthropological traits and kinesiological structures. The ethnography of a person influences how effective they are at a given sport. When choosing football talent, criteria such as technical, tactical, physiological, psychological, and sociological aspects are taken into account.

Different sport has different motion structure or kinesiology. The difference in every sport influences the time in finishing or enduring the training programme. Talent in every sport is determined by the age of classification so it can be able to accomplish peak performance (Visalim et al., 2018).

Finding young athletes with the potential to succeed as professional athletes is the main idea behind talent identification. According to Larkin and O'Connor (2017), the various characteristics linked to performance, such as physical, physiological, technical, and tactical attributes as well as psychological and sociological influences, make talent identification in team sports like football a complex process. Coaches ought to think about identifying talent using a comprehensive, multidisciplinary approach.

Zvan and Coh (2019) argue that one of the major problems facing contemporary sport science is identifying and matching gifted kids to a sport that best suits their skills. Talent is discovered and developed using a variety of models. Both conventional and scientific models exist. According to Rebeiro (2021), conventional methods for identifying and developing talent are predicated on linear theories of learning, and learning causes children as young as five to specialize at an early age.

A nonlinear viewpoint on talent development is offered by the modern models that make up the Nonlinear Pedagogy and Athletic Skills Model. The Athletic Skills Model and Nonlinear Pedagogy emphasize the development of general athleticism and call for the early practice of movement skills, which is followed by the development of specialized training. Early diversity, followed by specialization, is a defining feature of modern talent identification and development frameworks.

Talent identification, according to Till and Bell (2019), is the process of identifying individuals who have the potential to perform at an exceptional level in the future at a young age. The goal of talent development is to create the best possible learning environment so that potential can be realized. According to Utamayasa (2021), sports professionals should recognize and nurture schoolchildren's talent. In every sport, athlete identity should be maintained.

Talent identification is a process that combines several different elements rather than being a system unto itself.According to Baker et al. (2018), further research is required to determine how to maximize potency in order to design and expedite the adoption of talent identification

systems. The primary aim of talent identification in sports is to identify potential athletes with the best skills in a certain discipline.

When it comes to developing children's talent, two paradigms are emerging (Aqim et al., 2018). First of all, not every youngster is gifted in sports. It implies that some kids have the potential to be nurtured and coached. The second paradigm holds that all kids are gifted in particular sports. It indicates that the young athlete has the potential to excel in a particular sport. According to Hariadi (2017), kids have a greater chance of being recognized in the sport in which they excel under the second paradigm. Though it is difficult for them to achieve without skill, all children can study and succeed in a certain subject (Utamayasa, 2021).
Every sport discipline has unique capacities, structures, and activities (Aqim et al 2018). The defining features of each sport are its own ethnographic traits and kinesiological structures. An individual's ethnography dictates how effective they are at a particular sport. Finding athletes that possess the anthropological traits needed for a given sport is crucial.

Different sports have unique kinesiology, or motion structures. Every sport is different, which affects how long it takes to complete or stick with a training regimen. Every sport's talent is classified according to age in order for it to reach its maximum potential (Vaslim et al., 2018).

Finding young athletes with the potential to succeed as professional athletes is the main idea behind talent identification. According to Larkin and O'Connor (2017), the various characteristics linked to performance, such as physical, physiological, technical, and tactical attributes as well as psychological and sociological influences, make talent identification in team sports like football a complex process. Coaches ought to think about identifying talent using a comprehensive, multidisciplinary approach.

Training programs must be created for prospective talented players in order for them to advance to the elite level. According to Saether (2014), talent development is giving athletes access to an appropriate learning environment so they can reach their full potential. According to Zvan (2019), one of the major issues facing contemporary sport science is identifying and matching gifted kids with sports that best suit their skills. Talent is discovered and developed using a variety of models. The conventional and scientific models exist. According to Rebeiro (2021), conventional methods for identifying and developing talent are

predicated on a linear model of the learner and the learning process, which causes children as young as five years old to specialize at an early age.

A nonlinear viewpoint on talent development is offered by the modern models that make up the Nonlinear Pedagogy and Athletic Skills Model. The Nonlinear Pedagogy and Athletic Skills Model prioritizes the development of overall athleticism and calls for the development of specialized training after early work on movement skills.

2.3 Theoretical Framework

Both conventional and scientific strategies exist for identifying and developing talent. The conventional models support early specialization for young athletes and have a linear structure. The conventional models of talent discovery and development include Ericsson's model, the Bloom model, Cote's Developmental Model of Sport Participation (DMSP), and Balyi and Hamilton's Long Term Athlete Development (LATD) model.

The talent development and identification scientific models are nonlinear. Two examples of scientific frameworks for identifying and developing talent are the Nonlinear Pedagogy (NLP) and the Athletic Skills Model (ASM). According to Savelsbergh (2016), scientists have begun to recognize the importance of talent development more and more.

Bloom’s model

According to him, Bloom (1985) examined the roles that parents, coaches, and the social environment had played in enabling top performers, specifically swimmers, to be exceptional performers. Three stadiums were recognized by Bloom: the early, middle, and late (elite) years. In the first stage, a youngster begins doing sports almost by coincidence since one of their parents is a participant, according to Savelsbergh (2016). The youngster is brought along to training sessions and activities, where they are joyfully exposed to the activity. After that, the youngster starts a purposeful improvement program that involves education and practice. To guide the child, an experienced trainer is required. The instruction gets more intense in the following phase, and parents have less of an influence on their child's education. The kids take greater ownership of their performance. They become better athletes as a result of this. The child then refines their performance throughout the third phase. The gifted sportsman enters the professional ranks (Bloom, 1985).

According to Savelsbergh (2016), research by Bloom indicates that there are multiple phases to talent development and that distinct elements play a significant role at each stage. There are no set beginnings or ending sites for stages. The processes that determine talent development are ongoing and subject to alter throughout time.

Ericsson's model

Ericsson developed a talent development model that takes into account the amount of time an athlete needs to train. Ericsson examined musicians' practicing habits in his research. He charted the players' starting ages for playing, the amount of hours they practiced each week, and how those hours varied as they grew older. By the age of 20, Ericsson estimated that the very best performers had accumulated 10,000 hours of practice. Usually, musicians begin practicing when they are four or five years old. The 10,000-hour rule is the foundation of Ericsson's methodology.

Developmental Model of Sport Participation (DMSP)

According to Savelsbergh (2016), Canadian scientist Jean Cote improved Bloom and Ericsson's sport development models. The Developmental Model of Sport Participation (DMSP), developed by Cote, offers an alternate path to elite athletic performance. The three phases of the DMSP are the trial phase (sample years, 6–12 years), the specialization phase (13–15 years), and the investment years (16years and beyond).

Athletes can engage in a variety of sporting activities during the trial phase, where they can hone their basic movement abilities in a setting that emphasizes enjoyment and fun (Savelsbergh, 2016). Since the primary goals of this phase are to maximize participation and introduce the athletes to the activity, participation shouldn't be limited based only on competence.Cote established the term "play" and offered recommendations regarding the caliber of training. Young children should engage in play, which teaches skills while being a lot of fun and has loose boundaries that are frequently set by the kids themselves.The trainer modifies the surroundings while the youngster perceives practice as play. During the testing phase, play is king. In the periods of specialization and investment, practice is gained.

As training demands increase, athletes may start to favor one sport over another during the specialization period. Now, the athletes are divided into skill-level groups. Athletes are dedicated to performing at a high level in a particular sport during the investment

period. Performance by athletes is restricted to a select few who are deemed capable of achieving elite levels of performance. In the investment and specialization phases, committed practice is gained. Through early specialization, some athletes may reach an elite level in their sport; others may give up on their specialty sport because they don't enjoy it.

The DMSP includes two key areas of concentration that are crucial for coaches to understand. These are sport diversification and unstructured play. Studies have indicated that athletes are raised in settings where playing is commonplace (Savelsbergh, 2016). Athletes themselves plan and oversee free play activities to maximize enjoyment and intrinsic motivation.

Long Term Athlete Development Model (LTAD)

Balyi and Hamilton created the Long Term Athlete Development Model (LTAD) in 2013. The LTAD model is widely used because it identifies the distinct developmental stages that children go through. Instead of performance-oriented training, the LTAD approach is based on task-oriented training. In terms of global objectives for training environment design, the model gives trainers instructions. The seven stages of the LTAD model each have unique traits related to the child and adolescent phases.

The seven stadia from the LTAD model from Balyi and Hamilton

1. Active start (4 – 6 years).
2. Fundamentals (6 – 9 years): The children learn the fundamental movement skills.
3. Learn to train (8 – 12 years): The young athletes are introduced to practice and training forms. The children master the basic techniques for a sport.
4. Train to train (11 – 16): This period coincides with puberty and the associated growth spurt. In addition, the sport-specific skills that were taught in the 'learning to train' phase are expanded and perfected.
5. Train to compete (15 – 23 years): The training becomes more performance-oriented through periodisation. A personal training programme is drawn up from a multi-year plan
6. Train to win (>18 years): The start of a (professional) elite sport
7. Active for life

Before puberty, children acquire physical literacy through the active start, fundamentals, and learn-to-train stages, which equips them with the fundamental abilities needed to stay active for the rest of their lives (Balyi and Hamilton, 2013). The basis for individuals who want to

pursue elite training in a particular sport or activity is physical literacy. Athletes acquire basic motor skills and physical capabilities. Kids engage in as many sports as they can. After that, students pick up the fundamentals of sports.

For individuals who wish to specialize in a single sport and compete at the greatest level, the train to train, train to compete, and train to win stages maximize athletes' physical, mental, and emotional growth by offering elite training. Athletes maximize their performance, skill set particular to their discipline, and level of fitness.

Last but not least, maintaining physical activity throughout life involves engaging in competitive or leisure sports or other activities.

Athletic Skills Model (ASM)

The creators of the Athletic Skills Model (ASM) are Prof. Grert Savelsbergh and Rene Wormhoudt. ASM is a training approach designed to develop athletes of all ages, regardless of physical constraints, including novice and experienced athletes. "Playce's" were created by the ASM. The Playce X is a 484 square meter sport, movement, and pleasure zone where all 10 fundamental movement skills are taught, according to Wormwoudt et al. (2018). ASM imparts the following abilities:- Moving and locomotion ,Falling and balancing , Romping and battling ,Jumping and landingRolling, tumbling and turning,Motioning to music and creating music; Throwing, catching, hitting, and targeting; Kicking, shooting, and aiming; Climbing and scrambling; Swinging.

The Cote model served as the foundation for the nonlinear talent detection and development paradigm known as the Athletic Skills Model (ASM).According to Savelsbergh and Wormnoudt (2019), the ASM is predicated on the idea that the mind and body function as a single, complex adaptive system. The fundamental concepts of this model are derived from a combination of important scientific discoveries, theoretical concepts from ecological dynamics, and experimental information from substantial sports experience. According to Wormhoudt et al. (2018), the ASM program presents a structure that includes the following:
The infant must first develop into a flexible "good mover," whose movement is associated with enjoyment; next, the child will become an athlete; finally, the athlete will specialize in one sport; and last, the child will become the ultimate expert in that sport.

The requirement that the youngster develops into an athlete and eventually specializes in sports is the main component of the ASM.This model of athlete growth and performance, according to Strattford et al. (2018), suggests that as athletes advance in skill, their practice experiences should shift from more diversification to higher specialization. Before specializing, young athletes should participate in a variety of sports. The order is largely based on the skills needed for that specific sport rather than the children's age. The child will eventually develop into a competitive or recreational athlete. According to Wormhoudt et al. (2018), the model builds upon other well-known models, including the Bloom (1985) model, Cote et al. (1999) diversification theories, and Balyi and Hamilton (2004)'s many pedagogical goals. The ASM aspires to produce athletes that are more versatile, fit, and adaptive and who will pursue a longer career in sports.

According to Salvelsbergh and Wormhoudt (2018), the other component of the ASM model is a donor sport. The ASM states that in order to avoid the dangers of early specialization, young sport programs should incorporate experience with a variety of physical activities known as donor sports. Donor sports foster the development of athletic talent through guided discovery and exploratory practice. A sport that contains elements that aid athletes in improving in their intended sport is referred to as a donor sport.Donor sport is played outside of scheduled practice times. During the donor sport, important movement skills that are required in the primary sport are also practiced. Movement skills from the donor sport reemerge in the target sport as modifications of the skills, according to Salvelsbergh (2018). It appears to be complimentary.

Donor sports and donor multi-sports make perfect sense from an ethical standpoint. The primary sport must be the donor sport. Before engaging in the donation sport, an athlete needs have a firm grasp of the basic movement techniques. Stratfford et al.'s (2018) study demonstrates that many of the athletic movement functions necessary for success in a target sport should be shared by donor sport activities. Athletic talents that need to be developed further in a person's target sport can be developed thanks to the possible overlap of performance-enhancing affordances in the donor sport landscape.Enhancing basic skills in the donor sport will contribute to better performance in the primary sport. Participating in donor sport may have psychological benefits like as improved perception, cognition, and emotional self-control since it teaches players how to control their anxiety during competition, which comes in handy when they have to control their performance under duress.

According to Salvesbergh (2018), the aim of ASM is to provide a wider and more solid basis for the growth of motor intelligence, which is necessary for a sporting career among other things. Before they can become expert athletes, young athletes must develop into flexible and adaptable movers. In order to develop future athletes, coaches should create athlete development programs that improve fundamental movement skills and open up new movement experiences. The transfer of a variety of particular and non-specific movement experiences—which are necessary when athletes specialize—should be encouraged in donor sports. The continual movement between generality and specificity in the ASM is a crucial feature. The models by Hamilton, Cote, and Balyi serve as the foundation for this one. The ASM framework has five phases

Table 2.1: Showing five phases of the ASM model

	Boys	**Girls**
Basic athletic skills	Age 4 – 9	Age 4 – 7
Advanced athletic skills (P1)	Age 10 – 12	Age 8-10
Transition athletic skills (P2, P3)	Age 13 – 14	Age 13 – 14
Performance athletic skills (P3)	Age 15 – 18	Age 13 – 18
Elite athletic skills Age	Age 13t	Age 18t

Adapted from Savelsbergh (2018)

The ASM seeks to cultivate each person's natural ability for movement in a methodical and adaptable manner (Savelsbergh, 2018). Above all, it can be a launching pad for a healthy life with fewer injuries and a more successful athletic career. The ASM incorporates the most recent multisport and donor sport motor learning techniques. Talent development will make talent recognition simpler. Talent will spontaneously surface via the practice of numerous fundamental movement techniques in various sports, and the donor sports concept also makes talent relocation easier. Relocating talent allows an athlete who has dedicated many years to their target sport and is thinking about giving it up to be rediscovered in a donor sport, making the transition to a new sport simple.

Nonlinear Pedagogy (NLP)

According to Chow et al. (2021), the Nonlinear Pedagogy (NLP) is a method that emphasizes the development of individualized skills and exploratory behaviors in the context of learning movement skills. Based on ecological dynamics, nonlinear pedagogy assists educators in creating practices that promote inquisitive behavior and help create activities that are tailored to each unique student. The focus on task simplicity, knowledge of the influence of informational constraints, the functional significance of practice variability, and the management of constraints are the main concepts to develop representations in practice.

The search for innovative and non-stereotypical motor solutions is necessary because to the dynamic environment that affects how opponents and individual players move (Davids, 2015 and Savelsbergh, 2018). Football players must adhere to job and environmental limits in order to produce creative activities. Ecological dynamics, according to Arujo et al. in Sannicandro (2020), support the idea that the functioning of the individual-environment interaction is the crucial scale of study for comprehending behavior. Through learning, the mutuality and reciprocity of actors and their surroundings can lead to an improved coupling of the perception and action subsystems (Chow et al., 2021).Football interactions are governed by the environmental data of each particular scenario, highlighting the necessity of comprehending the type of information that limits movement. Football players should practice with informational restrictions so they can explore and discover new methods to act adaptively (Chow et al., 2021). The environmental limitations could include time, space, using balls of different sizes, changing the rules, and having multiple players (Sannicandro, 2020).

According to Chow et al. (2021), representatives discuss how practitioners should think about creating practices that imitate how the movement skills could be used in real-world gaming contexts where the necessary perceptual data would be available to provide the affordances that could result in successful outcomes. The instructional strategies that emphasize repetition and a predetermined movement form are the model's main focus. According to Chow et al. (2021), there is a propensity to include high volume practice trails in order to establish a performance outcome that is consistent and backed by the necessary movement form. Sports professionals must simplify techniques so that students can practice them. Task simplification refers to how practitioners might weigh the value of simplifying movement skill performance while maintaining the perception-action.

NLP practitioners are advised to simplify tasks in order to facilitate success while avoiding the practice of movement being unrepresentative of how it would be carried out in real-world performance scenarios (Chow 2016). Including the kids in adapted games is one way to simplify sporting activity. It is possible to simplify movement behavior while preserving its temporal and spatial components. Sport practitioners can encourage young athletes to investigate, explore, and exploit diverse movement behaviors that may be more functional under different situations by using manipulable task limitations, such as equipment and task goals (Chow et al., 2021). Task limitations are crucial during practice because they allow players to have perceptions similar to those in competition, according to Alba et al. (2019). Modifying pertinent task restrictions such pitch dimensions, net height, and player count can enhance young athletes' performance in the games. Fewer participants can participate in a modified game in junior sports. Scaling equipment is another way to lessen the complexity of the task.

Another important factor in junior sports is the application of informational limitations. When movement is explained through analogies, the focus on the particular biomechanics of the motion itself may be lessened, allowing for more investigation and customization of movement adaptation (Rudd et al 2021). This kind of analogy is helpful in sports like tennis where the focus is on movement outcomes that can result in a variety of movement solutions. Task limitations during practice are crucial in team sports like football because they enable players to adjust their activities to a changing performance environment, which is similar to competitive performance conditions (Alba et al., 2019).

Practices that include scenarios that test the young athlete's ability to duplicate the movement skill in various, dynamic contexts are supported by nonlinear pedagogy. Many of the sample drills won't put the athlete through an identical level of difficulty. Integrating players and the environment with altered games is what defines NLP (Pizzaro, 2018). When using nonlinear pedagogy, the coach's role is more passive than it is when using standard approaches. Football players are allowed the time and space to think things through and come to their own conclusions. Players have to figure out for themselves during the modified game what to do and how to execute it. According to Pizzaro (2018), players need to learn these skills through dynamic scenarios that are task-simplified versions of real-world game circumstances.

Because it encourages exploratory behaviors, variability is another crucial component of nonlinear pedagogy (Button et al 2020). In practice, variability can be encouraged in a variety of ways by deftly adjusting work restrictions. For example, you can change the size of an object in a game. Young athletes can repeat movement behaviors thanks to variability.

The last design concept is about manipulating constraints, which is crucial to the other design principles because it makes the other principles possible to be implemented (Chow et al 2021).Sport professionals can introduce variability into practice, make the task simpler, remove informational barriers, and implement more representative practices.

Based on the learner and the learning process, traditional talent identification techniques cause early specialization as early as age five. The models created by Bloom, Cote, Balyi, and Ericsson are instances of conventional models. Because they place too much emphasis on the drill-and-repetition character of practice, traditional approaches to learning design that support early specialization can impede progress (Stratfford 2018).

Conventional models for identifying talent follow a linear path. According to Ribeiro et al. (2021), the linearity of the conventional talent identification and development models ignores factors that determine a child's likelihood of developing into a competent adult athlete in the future. Although they differ, the timelines for performance preparation and development are connected. According to Rebeiro et al. (2021), predicting a person's future potential as a linear dynamic system based on performance parameters that might or might not change is exceedingly difficult. The fact that athletes are chosen based solely on the observation of early performance metrics, rather than taking into account potential changes that may occur during later childhood, adolescence, and early adulthood, is a significant issue with early identification systems. Early specialization is a hallmark of traditional talent development and identification strategies.

According to Strafford et al. (2018), children can begin participating in a target sport at a young age because traditional theories of talent identification and development place an emphasis on early specialization. A coach must have plenty of time to guide an athlete into becoming an outstanding performer. If children are only given experience in a small number of sports, early specialization can have negative effects on their overall development, health, and well-being.A

limited range of general motor abilities may arise from this (Strafford et al., 2018). This could cause someone to quit a fixed sport early since they don't love training or competition. Pizzaro (2018) asserts that traditional sports training models focus on strategies that are isolated from real-world game situations. Models are people who just copy the coach's activities in order to develop players. With the models, players cannot develop cognitive skills such as decision-making.

The Athletic Skills Model and Nonlinear Pedagogy, two scientific approaches of talent development and identification, served as the foundation for this study. The ASM can offer a chance for skill transfer and athletic development by utilizing guided exploration learning in a variety of sport-related settings and situations. This strategy can mitigate the drawbacks of early specialization, which in practice can occasionally be drill-based, monotonous, and excessively repetitive (Stratford, 2018).

2.4 Methodological Review

Author	**Country**	**Focus**	**Sample size and type**	**Research Approach**	**Methodological gaps and their impact on the extent to which it can be used to inform the current study**
Utayamasa 2021	Indonesia	talent identification of future sportsmen using sport search application	10 children from one class	A cross sectional approach	The sample size should be increased in future researches
Alba et al 2019	England	Effects of Nonlinear Pedagogy on	19 under 12 football players	A cross section approach	Further studies on how small sided games can be used

		the tactical behaviour of young footballers			for effective technical training
Reinders et al 2018	Germany	The use of small sided games in identifying talent in girls football	195 under17 girls	study	Further researches must be done in African countries particularly Zimbabwe
Goncalves et al. (2021)	Portugal	talent identification and specialisation	of 484 young Portuguese swimmers	longitudinal study	Researches must be done in Zimbabwe particularly Sanyati
Reeves et al. (2018)		the use of scouts in identifying talent for English Premiership clubs	Twelve heads of recruitment eighteen recruitment staff, and seven scouts	qualitative exploratory design	Further research is needed on how scouts select talent when using contemporary talent identification and development models.
Fenner and Unnithan (2016	England.	To establish whether small sided games can be used as a tool for the	Sixteen highly trained U10 football players were selected from a	A cross section approach	Longitudinal research is needed to track the players who have been identified

		identification of talent.	youth academy in England.		when taking part in small sided games at puberty.

2.5 Thematic Literature Review

Early specialization is a result of the learning process, and traditional talent identification and development models are based on a linear model of the learner. A nonlinear view on talent development is offered by two modern models: the Athletic Skills Model and Nonlinear Pedagogy. The two models emphasize the growth of overall athleticism and call for early physical exercise followed by specialized training and programs for performance enhancement.

The classical models show early specialization. Based on their current performance, young athletes are identified and placed in specialized programs. Modifications that might occur or might not are not taken into account.In both the old and modern models, there is specialization. The distinction lies in the timing of the specialization programs. According to Rebeiro et al. (2021), early in an athlete's development, enrichment experiences that are on-specialized and specialized in play and practice can support specialization at the appropriate time for each individual. These experiences are fundamentally important from an ecological dynamics perspective. Physical activities are used by young athletes to discover their potential. They now specialize in the modern models after realizing their potential.

Enrichment activities are what define the modern TID models. Prior to the specialization phase in talent pathways, children and kids engage in a wide range of play, physical activities, games, and sports, which is referred to as enrichment in athletic development (Rebeiro et al 2021). A youngster can acquire the fundamental movement abilities required later in the rigorous specialization phase of athlete development programs by being exposed to a wide variety of sports activities.

In practice, specificity is required. Ecological dynamics has made it clear that timing is a factor in the relationship between practice's specificity and generality, indicating that both are important for an athlete's growth (Rebeiro et al 2021). Both of these elements are crucial to the modern process of identifying and developing potential. According to earlier research, practice

and training are crucial for both skill acquisition and physiological conditioning when it comes to the principle of specificity (Rebeiro et al 2021). But in order to build athletics, generality of practice in terms of enhancing foundational skills, capacities, and talents is also crucial.

In the modern models, representational learning is present. Examples of representative sport-related learning activities include the Nonlinear Pedagogy's usage of donor sport Athletic Skills Model and customized games. According to Rebeiro et al. (2021), representational learning designs improve the quality of experiences related to the acquisition of skills and performance readiness by enabling a close match with information for action regulation and affordances to use for intended task goals.

According to Gazimba (2016), effective techniques for teaching football that take into account players' learning styles are the nonlinear approaches of talent discovery and development. The coaches are guided by the ideas of scientific models when it comes to organizing their practices, giving directions, giving feedback, and creating practices that facilitate effective learning. According to Gazimba (2016), nonlinear pedagogy involves manipulating various constraints to induce desired behavior. Variability in movement has a purpose in learning. It is applied in both NLP and ASM. To encourage learning, coaches should organize their practices according to the ideas of job simplicity rather than work deconstruction.

Coaches lead athletes to fewer, similar affordances in certain learning domains during highly structured isolated training in both ASM and NLP. Athletes can exhibit a tendency toward an ideal comprehension of affordances by acting with sophisticated intentionality; claim Rebeiro et.al(2021).

Coaches should design training assignments that faithfully capture the key informational components from a competitive performance environment that player rely on to regulate their conduct and make decisions, according to Davids et al. (2015). Training involves reenacting simulations through donated sports and small-sided, conditioned games. According to Gazimba et al. (2016), the two modern methods of talent discovery and development support exploratory learning in small-sided, conditioned games, and donor sports. Learning through guided exploration results in skills that are less likely to be forgotten over time and more resilient to the negative effects of psychological stress.

Small-sided games (SSGs) were investigated by Fenner and Unnithan (2016) as a means of identifying talent. The study's findings indicate that coaches can utilize SSGs to aid in the

identification of gifted football players. Players participating in SSGs can be observed by coaches, scouts, and recruitment staff, who can identify talented players. A variety of characteristics are seen in the games. Throughout the games, one can notice physiological, psychological, and tactical aspects in addition to technical skills.

Playing small-sided football improves decision-making and skill execution (Pizzaro, 2018) .They is employed in training because they offer a number of advantages. Technical, tactical, and physiological training are all combined in games. In small-sided games, players develop their tactical and technical skills in an authentic gaming environment. The limitations imposed by the games aid in the players' growth.

Saether (2014) conducted a study to determine the criteria that Norwegian coaches use to identify football players with potential. The study's findings showed that most coaches prioritized player talents. It was discovered that mental characteristics were crucial in determining talent. Additionally, the study demonstrated that societal issues are not as significant. According to Saether (2014), Norwegian coaches appear to have opinions about how to recognize the best players, despite their inability to agree upon the criteria they employ to do so.

According to Mustafovic et al. (2020), identifying talent necessitates a multidisciplinary approach. To find gifted football players, physiological markers and particular football indications are employed. They go on to state that spotting talent also involves evaluating the young players' tactical and technical abilities in small-sided games.

In order to identify the variations in physical attributes and body types between footballs players of two Italian junior teams, one-elite and the other non-elite, Toselli et al. (2022) conducted research. In general, the players who were chosen were taller than the ones who weren't. The study's findings indicate that one parameter that varies between the two groups is skin folds. Given that athletes can move more effectively during practice and competition when they have the right amount of body fat, it validates the significance of body fat monitoring. The physical performance metrics of the two teams' players differed significantly, according to the results as well. According to Toselli et al. (2022), high-intensity exercises are essential components of football performance. The difference in acceleration between the elite and non-elite players was over 15 meters.

2.6 Conclusion

The literature reviewed indicated tha**t,** many studies on talent identification were carried out before, both locally and internationally. The literature also reviewed that, while the concept of talent identification seems to have been researched both in Zimbabwe and outside, there are few studies done in Zimbabwe pertaining talent identification in primary schools girls football. Hence the need to carry out further studies that may cover talent identification in primary schools girls football .As the literature was being reviewed, a number of gaps were identified, both geographical and theoretical. Geographical gaps include that, of the literature reviewed, most of it was from outside Zimbabwe. Thus the studies may not fully inform studies in Zimbabwe. For those that were done in Zimbabwe, most of them placed their focus on men's football and thus findings may not be easily generalized to the Girls football which the current study is focusing on. Theoretical gaps identified include that while a lot is known about talent identification in girls football in primary schools globally, little has been covered about girls football in Zimbabwe. More so, while efforts are being made to address talent identification issues in Zimbabwe, a lot in this regard is biased towards premier league players, and schools' sport still need attention.

It is therefore necessary to carry out this current study to close identified gaps and to add on to the existing body of knowledge. The study will close geographical gaps identified by extending coverage to cover the whole country from the district and provincial coverage that previous studies have.

2.7 Chapter Summary

Initially, definitions of talent identification were provided. The theoretical framework of the literature review presents a few conventional and scientific approaches of talent identification and development. The chapter also highlights certain gaps in the models. The research approach is covered in the next chapter**.**

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The study goal, research philosophy, theory development approach, time horizons, main research strategy, population and sampling, data collection methods, data analysis and presentation, validity and reliability, and ethical considerations are the main topics of this chapter.

3.2 Research Purpose

The study sought to come up with a strategic framework to identify talent in primary school Girls football in Sanyati District and thus an interventional study was adopted. However, while the study sought to intervene to come up with a strategic framework to identify talent in primary school Girls football in Sanyati District, the topic is not well covered in Zimbabwe as it is outside, thus the researcher also explored the local trends about identify talent in primary school Girls football from her research subjects who among others are the NAPH executive, the coaches, Sports directors and football agents,. Hence the incorporation of the exploratory approach as well in the study**.**The method was selected since it just investigates the subject at different depths rather than attempting to offer definitive solutions to the study questions (Saunders et al., 2016). Exploratory research works well for creating the foundation for more in-depth study.In this research, questionnaires were administered and interviews were conducted. Ideas for the District's TID program's optimal implementation came from the research.

3.3 Research Philosophy

Because the pragmatism paradigm is linked to several facts that the investigation uncovered, the researcher has chosen to apply it. Pragmatism is a research paradigm that is predicated on the idea that investigators should employ the philosophical and/or methodological approach that best suits the specific issue under investigation (Kaushik, 2019). The pragmatist approach was chosen by the researcher because it is frequently linked to mixed or multiple techniques in which the emphasis is placed on the research issues and their implications rather than the methods themselves. In order to derive conclusions from both quantitative and qualitative data, mixed methods research involves the collection, analysis, and integration of both types of data at some point during the study (Brierley, 2017). The pragmatism paradigm may be the most effective at handling human experiences, according to the research, which was based on the experiences of sport practitioners and students in Sanyati district elementary schools. The study was carried out using both qualitative and quantitative methods. The study was carried out with a focus on application.

3.4 Approaches to Theory Development

An inductive method was employed.The inductive approach was used because the findings of the research were used to feedback on the existing models of talent identification and development. According to Saunders et al. (2016), the inductive technique entails identifying patterns in observations and creating hypotheses or explanations. The strategy aims to provide context for the study's data collection. The inductive method is predicated on experience-based learning. In order to provide a modified framework for football talent identification and development, the research examined the methods used for talent identification in Sanyati District elementary schools.

3.5 Time Horizons

A cross-sectional approach was used. Results gathered during the research were static and time bound.According to Raimundo et al. (2018), the goal of cross-sectional studies is to gather trustworthy information that enables the production of strong conclusions and novel hypotheses that may be explored through additional study. Cross-sectional studies are a valuable tool for researching the frequency of specific phenomena. Because the cross-sectional technique is interested in alterations that would result in cases to be researched, it was used in this research. The study concentrated on the techniques for identifying and nurturing talent

utilized in Sanyati District primary schools in order to create a modified framework that can enhance football matches within the district. Two approaches of data collection were used concurrently: qualitative and quantitative.

3.6 Primary Research Strategy

Concurrent mixed methods were used in the study. The research integrated both qualitative and quantitative approaches within the study. Data was collected both qualitatively and quantitatively. Data were collected qualitatively through interviews and quantitatively through questionnaires.

3.7 Population and Sampling

3.7.1 Population

There were 64 primary schools in the district. Thirty-seven of them are rural day schools, 15 are peri-urban schools and 12 are urban schools. The focus of the research was on football coaches of all the Primary schools in the district. Sports Directors ,school Heads and Football agents for the primary schools ball games were also part of the population. All the coaches and sports directors are qualified primary school teachers. However Only a few coaches have recognised coaching certificates.Respondents in the research included thirty (30) coaches, twenty-three (23) sports directors, four (4) agents and seven (7) school headsthat completed questionnaires. Seven (7), seven (7) sports directors, one (1) agent and four (4) headswere interviewed.

3.7.2 Sampling

Non-probability and probability sampling techniques were used in the study.Questionnaire respondents were selected by the stratified sampling technique. Sanyati District has urban schools, peri-urban schools and rural schools.

Purposive sampling was used to choose the seven football coaches, four school heads, one agent, and seven sports directors who were to be questioned. The sampling method is subjective, selective, or judgmental. When selecting members of a population to participate in study, the researcher uses their judgment in this type of non-probability sampling. Because of their football teams' poordistrict competition results, head coaches, sports directors, and administrators were selected for interviews using a purposeful sample technique. According to Palinkas et al. (2015), intentional sampling is frequently employed in qualitative research to find and choose cases that are rich in information on the topic of interest.

3.8 Data Collection Procedures

Questionnaires with open-ended and closed questions on talent identification and development were given to the respondents. The questionnaire comprised a Likert scale question formulated from the research questions and objectives of the study. Data collected using a questionnaire was mainly to get respondents' opinions on guided issues to do with talent identification in Girls football in Sanyati District. A pilot test of the questionnaire was done on five randomly selected coaches. Later thirty football coaches, school heads and sports directors were given questionnaires. Data collected from the pilot test was thoroughly coded and checked for consistency using the SPSS version 21. The interview guide was used to collect concrete data as to what is on the ground in respect totalent identification in Girls football in Sanyati District.Open-ended questions were used in the interviews. Seven coaches, 4 heads, 1 agent and 7 sports directors were interviewed. The interviews were conducted online

3.9 Data Analysis and Presentation

After collecting data through questionnaires, it was analysed using SPSS version 21. Descriptive analysis, cross-tabulation, normality tests, and t-tests were done using SPSS. Descriptive statistics was used to describe the demographic data such as number of male and female respondents, age of respondents, professional qualifications of the respondents, coaching experience of the respondents, and coaching qualifications of the respondents. Cross-tabulation was used to give information about the relationship between variables. For example, it was used to give the relationship between the coaching qualifications of respondents and the technical and tactical attributes they use to select talented football players. Normality and t-tests were used to measure the validity and reliability of the questionnaires. Data collected using interviews were analysed using NVivo.

3.10 Validity and Reliability

A pre-test of the instruments to be used was carried out to determine their validity. The internal consistency technique was used to measure the reliability level of the instruments. Serious precaution in determining the sample for the research was taken to select those who have a direct relationship with the study. Testing for reliability is important as it refers to the consistency across the parts of a measuring instrument (Taherdoost, 2016). A pilot study was done to determine the reliability and validity of the questionnaires. The questionnaires were given to five randomly selected coaches to test their understandability, simplicity, and consistency, and the results were found to be affirmative.

3.11 Ethical Considerations

Permission was granted from the Ministry of Primary and Secondary Education to carry out research in primary schools in Sanyati District. Respondents were told of the purpose, and risks of participating in the research before they agreed or declined to take part. Respondents signed consent forms before they participated in the research. Data collected in the study were treated with confidentiality. The identities of participants were not disclosed.

3.12 Chapter Summary

The chapter was dwelling on the research purpose, research philosophy, approach to theory development, time horizons, primary research strategy, population and sampling, data collection procedures, data analysis and presentation, validity and reliability and ethical consideration. The next chapter is focusing on results.

CHAPTER FOUR: RESULTS

4.1 INTRODUCTION

This chapter gives a summary of the demographics of the study participants, assesses if the data collected is normal, and summarizes the findings from the questionnaires and interviews. The principal aim is to create an Adapted Talent Identification Framework that is specially designed for girls' football in Sanyati District primary schools. By utilizing a blend of quantitative and qualitative methods, we provide significant understanding of the current procedures, obstacles, and essential standards for efficiently recognizing and developing female football players within the district. The results help to clarify the current situation and provide direction for improving efforts to identify and develop talent in girls' football at the elementary school level in the Sanyati District.

4.2 RESPONSE RATE

Table 4.1

Interview Response Rate N=20

Stakeholder Group	**Sample**	**No Interviewed**	**% interviewed**

Coaches	7	7	100
Sports Directors	7	7	100
Agents	2	1	50
School heads	4	4	100
Total	20	19	95

The data provided indicates the sample size, the number of stakeholders interviewed, and the percentage of stakeholders interviewed for each stakeholder group in the research on Developing an Adapted Talent Identification Framework in girls' Football for Primary Schools in the Sanyati District. All seven coaches in the sample were interviewed, resulting in a 100% interview rate. This indicates a high level of engagement and interest from coaches in the topic of talent identification in girls' football. Their perspectives and insightsprovided valuable input for developing the Adapted Talent Identification Framework. Similarly, all seven sports directors in the sample were interviewed, resulting in a 100% interview rate. This implies a strong level of commitment and recognition of the importance of talent identification in girls' football at the administrative level. Their input is crucial for understanding the requirements and challenges in implementing the framework. Out of the two agents in the sample, only one was interviewed, resulting in a 50% interview rate. While the response rate is lower, the insights from the interviewed agent can still provide valuable perspectives on talent identification and player representation in girls' football. All four school heads in the sample were interviewed, resulting in a 100% interview rate. This indicates a high level of support and involvement from school leadership in the talent identification process. The overall response rate of 95% indicates a robust data collection process, with the majority of the targeted stakeholders participating in the interviews. This enhances the credibility and validity of the research findings and ensures a comprehensive understanding of the current practices, challenges, and requirements related to talent identification in girls' football at the primary school level in the Sanyati District.

Table 4.2

Questionnaire Response Rate N=74

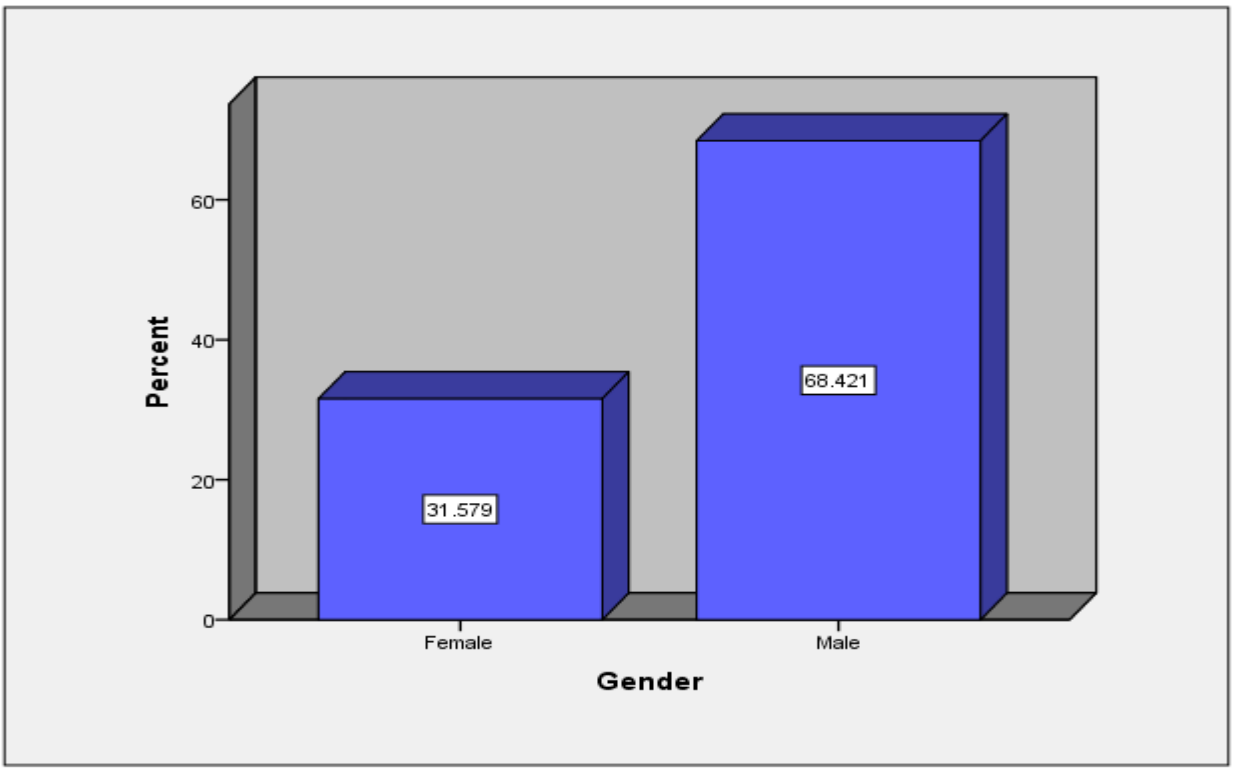
Stakeholder	No Questionnaires distributed	No questionnaires returned	% returned
Agents	4	2	50
Sports Directors	30	23	77
Coaches	30	30	100
School heads	10	7	70
Total	74	62	84

The data provided shows the number of questionnaires distributed, the number of questionnaires returned, and the percentage of questionnaires returned for each stakeholder group in the research on Developing an Adapted Talent Identification Framework in girls' Football for Primary Schools in the Sanyati District. Out of the four questionnaires distributed to agents, only two were returned, resulting in a 50% return rate. The lower return rate suggests that agents may have been less responsive or less available to participate in the survey. Among the 30 questionnaires distributed to sports directors, 23 were returned, resulting in a 77% return rate. This indicates a relatively high level of participation and engagement from sports directors in providing their feedback and perspectives on talent identification in women's football. The high return rate ensures a solid representation of this stakeholder group in the research findings. All 30 questionnaires distributed to coaches were returned, resulting in a 100% return rate. This signifies a high level of engagement and commitment from coaches in participating in the survey. The full participation of coaches ensures comprehensive insights into their experiences, challenges, and recommendations related to talent identification in women's football. Out of the 10 questionnaires distributed to school heads, seven were returned, resulting in a 70% return rate. While slightly lower than the return rates for coaches and sports directors, a 70% return rate is still considered reasonably well and provides valuable input from school heads regarding talent identification practices in primary schools. The overall return rate of 84% indicates a satisfactory level of questionnaire responses, ensuring a robust data collection process. The responses obtained from the surveyed stakeholders will contribute to a comprehensive understanding of the current practices, challenges, and requirements related to talent identification in girls' football at the primary school level in the Sanyati District.

4.3 DEMOGRAPHICS

Fig 4.1

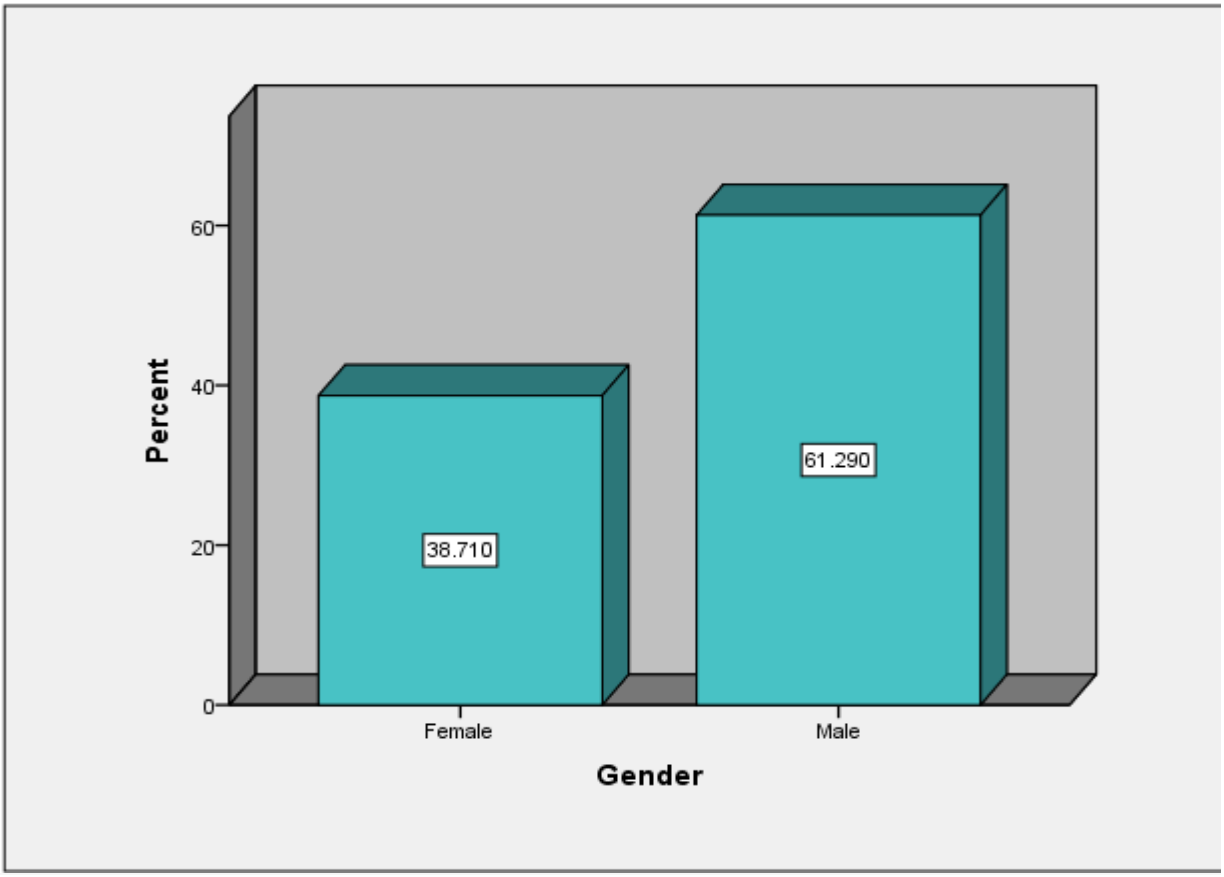
Gender of interview respondents



The data provided presents the gender of interview respondents' .The majority of the respondents identified as male, comprising 68.4% (13) of the sample, while only 31.6% (6) identified as female. This gender imbalance may have implications for the research findings and the development of an Adapted Talent Identification Framework specifically for women's football. The lower percentage of female respondents suggests a potential underrepresentation of female perspectives and experiences regarding talent identification in women's football. This could impact the comprehensiveness and validity of the research findings, as diverse perspectives and insights are crucial for developing an effective framework that addresses the specific needs and challenges faced bygirls' in football.

Fig. 4.2

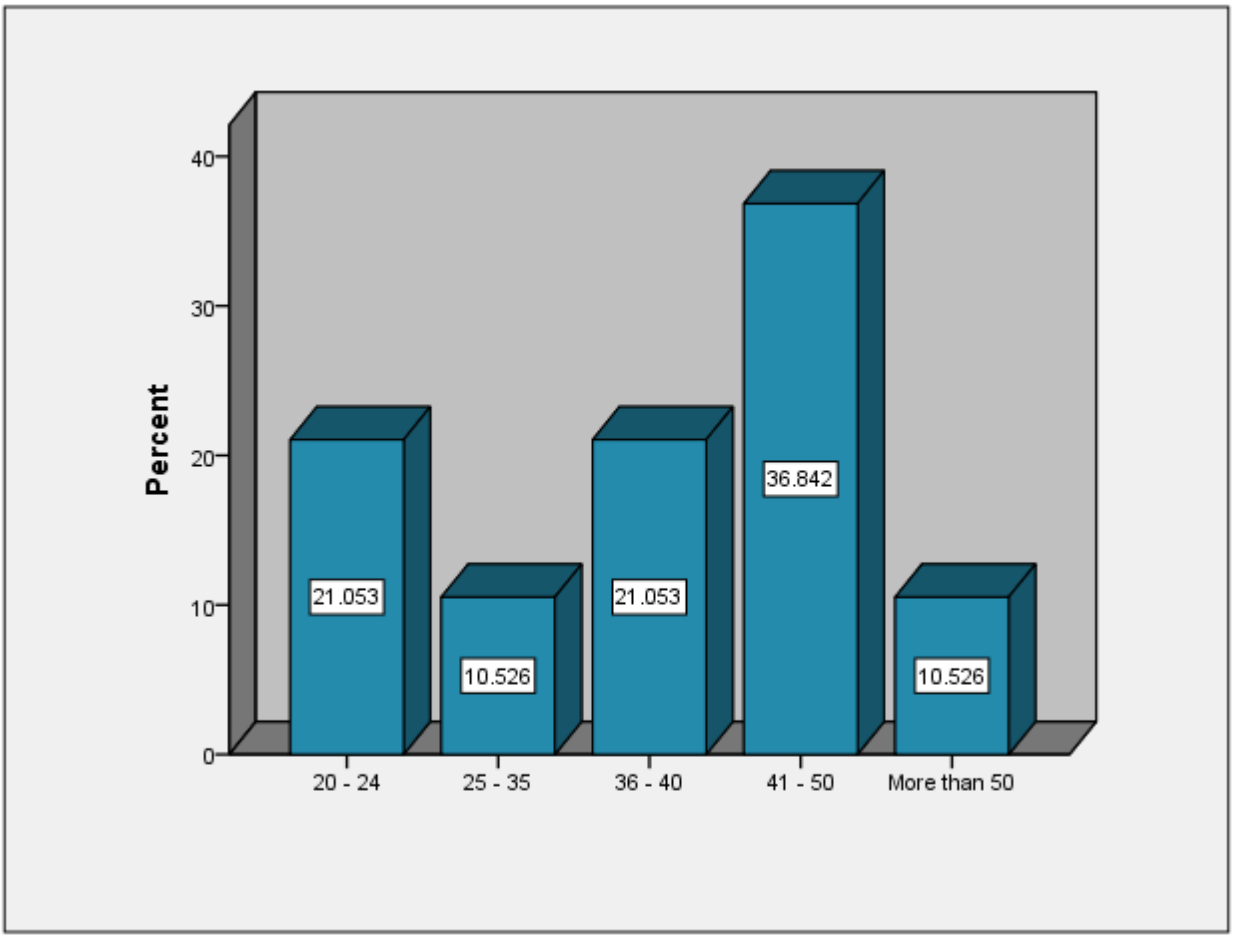
Gender of questionnaire réspondents



The data provided presents the gender of questionnaire respondents. Similar to the previous analysis, the data indicates a gender imbalance among the respondents. The majority of the respondents identified as male, comprising 61.3% (38) of the sample, while only 38.7% (24) identified as female. This suggests that there is still a significant underrepresentation of female perspectives and experiences in the research. The gender imbalance highlights the importance of actively addressing the underrepresentation of females in the research. In order to develop an effective Adapted Talent Identification Framework for women's football, it is crucial to ensure that the voices, experiences, and needs of females are adequately considered and represented in the research process. Hence, the researcher made a frantic effort to conduct females in this research to ensure that their voices are represented.

Fig 4.3

Age of interview respondents

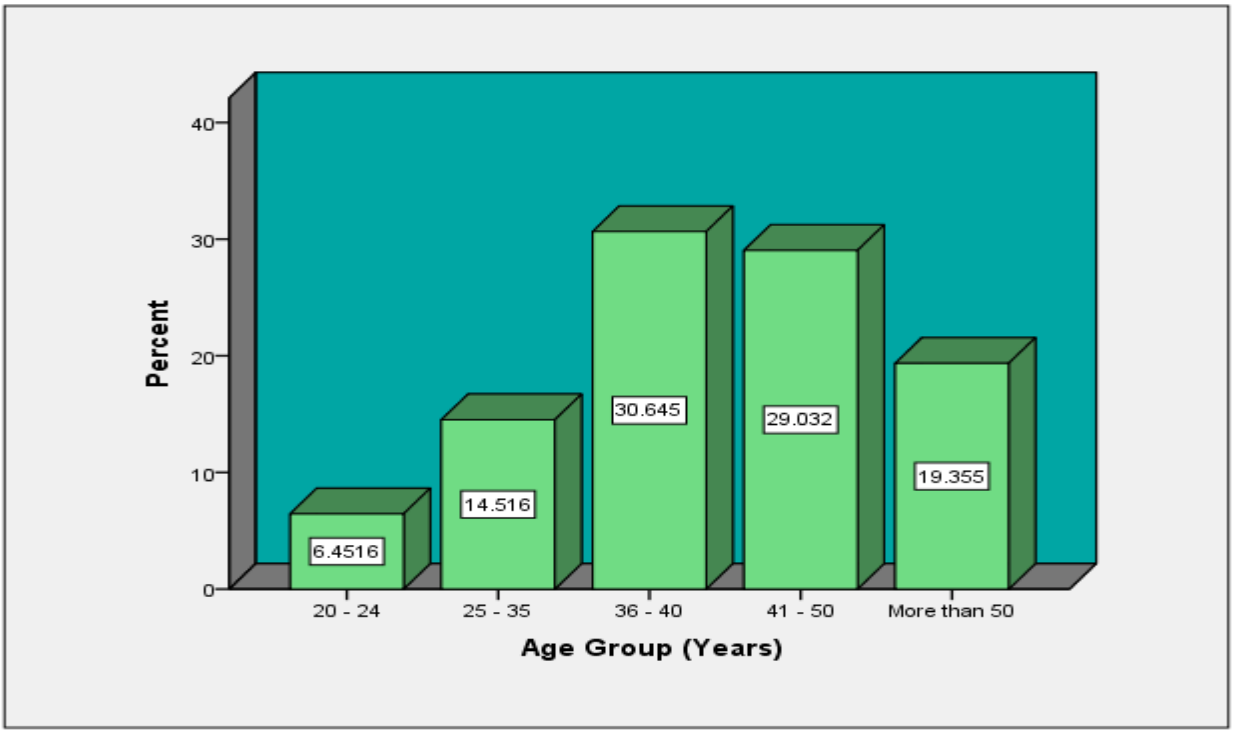


The data shows the following breakdown:20 - 24: There were 4 respondents in the age group of 20-24, representing 21.1% of the total respondents.25 - 35: There were 2 respondents in the age group of 25-35, accounting for 10.5% of the total respondents.36 - 40: There were 4 respondents in the age group of 36-40, also representing 21.1% of the total respondents.41 - 50: There were 7 respondents in the age group of 41-50, comprising 36.8% of the total respondents. More than 50: There were 2 respondents in the age group of more than 50, accounting for 10.5% of the total respondents. Total: The total number of respondents was 19. The data shows a varied age distribution among the respondents. The age groups of 20-24, 36-40, and 41-50 have relatively higher representation, while the age groups of 25-35 and more than 50 have lower representation. The age group of 20-24 represents 21.1% of the respondents. This suggests that there is a presence of younger adults who are interested in and engaged with

the research topic. Their perspectives and experiences contributed to shaping the talent identification framework for women's football. The lower representation of the age group more than 50 suggests a potential underrepresentation of older individuals in the research. Including more participants from this age group could provide valuable insights, particularly from individuals who have experience and knowledge in women's football.

Fig 4.4

Age group of questionnaire respondents

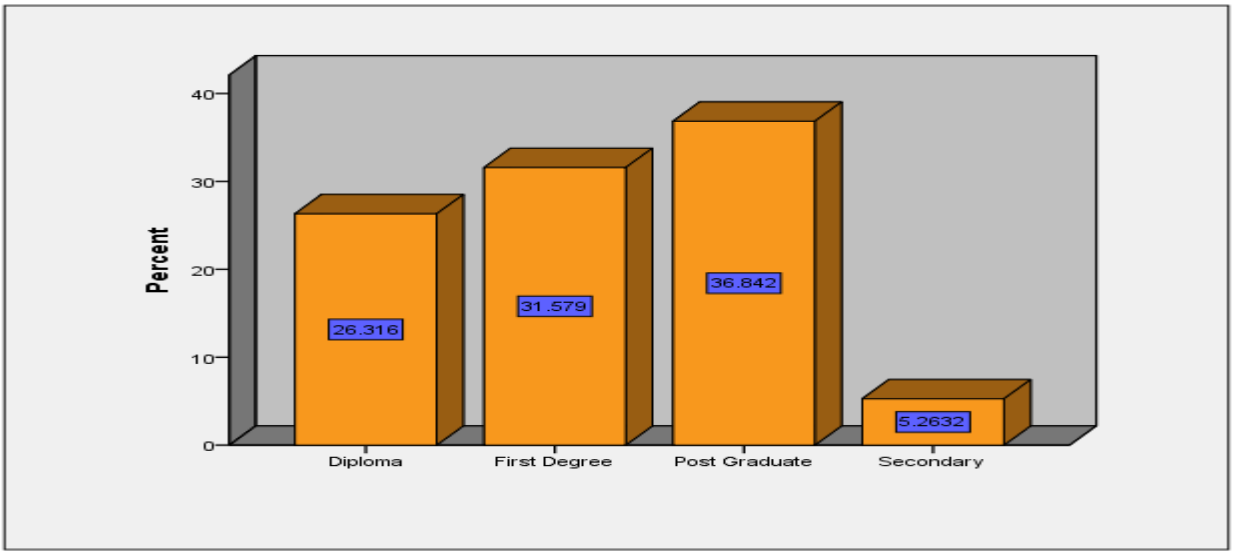


The data shows the following breakdown .20 - 24: There were 4 respondents in the age group of 20-24, representing 6.5% of the total respondents.25 - 35: There were 9 respondents in the age group of 25-35, accounting for 14.5% of the total respondents.36 - 40: There were 19 respondents in the age group of 36-40, representing 30.6% of the total respondents.41 - 50: There were 18 respondents in the age group of 41-50, comprising 29.0% of the total respondents .More than 50: There were 12 respondents in the age group of more than 50, accounting for 19.4% of the total respondents. The total number of respondents was 62. The data shows a diverse age distribution among the respondents. The age groups of 36-40 and 41-50 have relatively higher representation, while the age groups of 20-24 and 25-35 have lower representation. The age group more than 50 falls in the middle in terms of representation. The age groups of 36-40 and 41-50 together represent a significant portion of the respondents, with

a combined percentage of 59.6%. This suggests that middle-aged adults have a strong interest and engagement in the research topic. Their perspectives and experiences can contribute to shaping the talent identification framework for women's football. The lower representation of the age groups 20-24 and 25-35 indicates a potential underrepresentation of younger adults in the research. Including more participants from these age groups would provide valuable insights, particularly from individuals who are closer in age to the primary school students targeted in the research. The different age groups may have distinct needs, experiences, and challenges related to talent identification in women's football. By considering the perspectives of individuals across different age ranges, the framework designed to address the specific requirements and barriers faced by each age group.

Fig 4.5

Academic level of interview respondents



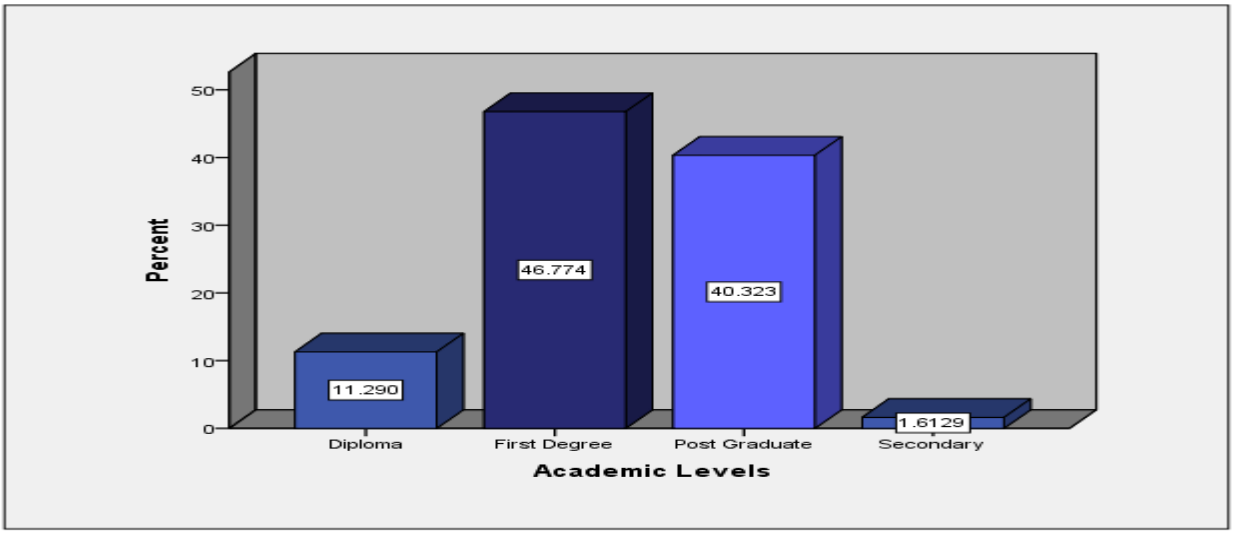
The data shows the following breakdown:

Diploma: There were 5 respondents with a diploma, representing 26.3% of the total respondents. First Degree: There were 6 respondents with a first degree, accounting for 31.6% of the total respondents. Post Graduate: There were 7 respondents with a post-graduate qualification, representing 36.8% of the total respondents. Secondary: There was 1 respondent with a secondary education level, comprising 5.3% of the total respondents. Total: The total number of respondents was 19.The data indicates a diverse educational background among the respondents. The majority of the respondents have achieved higher levels of education, with

31.6% having a first degree and 36.8% having a post-graduate qualification. The high representation of respondents with first degrees and post-graduate qualifications suggests that the research benefits from the perspectives and expertise of individuals with advanced knowledge in their respective fields. This knowledge can contribute to the development of a robust and well-informed Talent Identification Framework for women's football. While the majority of respondents have higher academic qualifications, it was essential to consider the perspectives and insights of individuals with different educational backgrounds. Including respondents with diplomas and secondary education levels provided valuable input from individuals who may have practical experience in women's football or unique perspectives based on their educational backgrounds.

Fig 4.6

Academic level of questionnaire respondents



The data shows the following breakdown:

Diploma: There were 7 respondents with a diploma, representing 11.3% of the total respondents. First Degree: There were 29 respondents with a first degree, accounting for 46.8% of the total respondents. Post Graduate: There were 25 respondents with a post-graduate qualification, representing 40.3% of the total respondents. Secondary: There was 1 respondent with a secondary education level, comprising 1.6% of the total respondents. Total: The total number of respondents was 62. The data indicates a diverse educational background among the respondents. The majority of the respondents have achieved higher levels of education, with 46.8% having a first degree and 40.3% having a post-graduate qualification. The high

representation of respondents with first degrees and post-graduate qualifications suggests that the research benefits from the perspectives and expertise of individuals with advanced knowledge in their respective fields. This knowledge can contribute to the development of a robust and well-informed Talent Identification Framework for women's football. The 11.3% representation of respondents with a diploma implies that individuals with practical skills and experience may have contributed to the research. Their insights and perspectives can provide a valuable practical aspect to the development of the Talent Identification Framework. The 1.6% representation of respondents with a secondary education level indicates a potential underrepresentation in the research. Including more participants with a secondary education background can contribute insights from individuals who may have direct experience working with primary school students, which is the target audience of the research.

4.4 TEST OF NORMALITY OF DATA

Table

Test of normality of qualitative data

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
2# Age Group (Years)	.211	19	.026	.884	19	.025

a. Lilliefors Significance Correction

The data provided presents the results of two tests of normality: the Kolmogorov-Smirnov test and the Shapiro-Wilk test. These tests are used to assess whether a set of data follows a normal distribution. The test statistic is 0.884, which measures the correlation between the observed data and the values expected under the assumption of normality. The degrees of freedom (df) are 19, representing the sample size minus one. Significance level (Sig.) is 0.025, indicating that the p-value is less than 0.05. Hence, there is some evidence to reject the null hypothesis of normality, suggesting that the data may depart from a normal distribution.There results is however justified since majority of the participants were selected based on their experience in women's football.

Table 4.4

Test of Normality of quantitative data

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
2# Age Group (Years)	.182	62	.000	.906	62	.000

a. Lilliefors Significance Correction

The test statistic is 0.906, which measures the correlation between the observed data and the values expected under the assumption of normality.The degrees of freedom (df) are 62, representing the sample size minus one.The significance level (Sig.) is 0.000, indicating that the p-value is less than 0.05. Hence, there is strong evidence to reject the null hypothesis of normality, suggesting that the data significantly depart from a normal distribution. Their results are however justified since the majority of the participants were selected based on their experience in women's football.

Table 4.5

Cronbach Reliability statistics

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
802	.778	22

The data you provided includes reliability statistics for Cronbach's Alpha. Cronbach's Alpha is a measure of internal consistency reliability, which assesses the extent to which items in a scale or questionnaire consistently measure the same construct. Based on the provided statistics, Cronbach's Alpha coefficient of 0.802 suggests good internal consistency reliability for the scale or questionnaire used in the research. This indicates that the items in the adapted talent identification framework for women's football in primary schools in the Sanyati District are measuring the same construct consistently.

The Cronbach's Alpha based on standardized items, which is 0.778, provides a similar measure of internal consistency reliability but takes into account the standardized values of the items.The total number of items in the scale or questionnaire is 22, indicating that there are 22 individual items used to assess the talent identification framework.

4.5 **ANALYSISAND PRESENTATION OF DATA LINKED TO RESEARCH QUESTIONS**

4.5.1 Research Objectives 1: What are the current talent identification methods being used in primary schools in the Sanyati district?

To analyze the results for Research Objective 1, which aims to identify the current talent identification methods used in primary schools in the Sanyati district, the researcher examined the between-group comparisons in each ANOVA table.

Table 4.6

The current talent identification methods being used in primary schools in Sanyati district?

		Sum of Squares	Df	Mean Square	F	Sig.
Primary schools use scouts to attend matches and tournaments to identify players with potential talent looking at specific attributes such as technical skills and mental strength	Between Groups	79.681	3	26.560	28.598	.000
	Within Groups	53.867	58	.929		
	Total	133.548	61			
Primary schools use trial sessions where players can showcase their skills and abilities	Between Groups	99.926	3	33.309	38.322	.000
	Within Groups	50.413	58	.869		
	Total	150.339	61			
Primary schools use data analytics and technology to assess athlete strengths and weaknesses	Between Groups	35.989	3	11.996	8.282	.000
	Within Groups	84.011	58	1.448		
	Total	120.000	61			

Based on the ANOVA results provided, the analysis compares the current talent identification methods used in primary schools in the Sanyati district. The results are presented for three different methods:

- Primary schools use scouts to attend matches and tournaments to identify players with potential talent, looking at specific attributes such as technical skills and mental strength.
- Primary schools use trial sessions where players can showcase their skills and abilities.
- Primary schools use data analytics and technology to assess athlete strengths and weaknesses.

For each talent identification method, the between-groups analysis compares the variability between the groups in terms of talent identification outcomes. The F-value measures the significance of the differences between the groups, and the associated p-value (Sig.) indicates whether the differences are statistically significant.In all three cases, the p-values are reported as 0.000, which means that the observed differences between the talent identification methods are statistically significant. This suggests that there are significant variations in talent identification outcomes between the different methods used in primary schools in the Sanyati district. In summary, based on the ANOVA results, we can conclude that there are significant differences in talent identification outcomes between the current methods used in primary schools in the Sanyati district. This suggests that the talent identification methods employed in these schools are not consistent and may yield varying results in terms of identifying players with potential talent**.**

In an interview with the respondents, a few methods were identified and were grouped using NVIVo for easier analysis as presented in Table 4.7.

Table 4.7

Nvivo Analysis of the methods being used to identify talent

NVivo Codes	No of code references
Anthropometric measurements	4
Observation of physical attributes	10

Based on the NVivo codes and the number of code references provided (Anthropometric measurements: 4, Observation of Physical Attributes: 10), toanalyze the results from the interviews regarding the current talent identification methods being used in primary schools in the Sanyati district. Anthropometric measurements (4 code references) suggest that some participants mentioned using physical measurements as part of their talent identification process. This could involve assessing characteristics such as height, weight, body proportions, or physical development to evaluate potential talent. For instance, participant A argues that;

Participant A: "In our primary school, we rely on the coach's expertise and experience to identify talented players. We observe them during practice sessions, matches, and tournaments. We look for natural skills, agility, and coordination. It's all about seeing how they perform on the field, and the coach's judgment plays a crucial role in recognizing their potential."

Observation of Physical Attributes (10 code references): The higher number of code references related to the observation of physical attributes indicates that a significant number of participants mentioned relying on direct observation of physical characteristics as a talent identification method. This could involve assessing skills, abilities, agility, speed, coordination, or other physical attributes during training sessions, matches, or trials. For instance, some participants argue that

Participant F: "We don't use any advanced technology or data-driven methods for talent identification. Our approach is more old-fashioned. We observe how the students play during physical education classes and inter-school competitions. We pay attention to their technique, speed, and overall performance. It's about identifying those standout players who show promise and dedication on the field."

Participant C: "We focus on the tried and tested methods of talent identification. Our physical education department has experienced teachers who carefully observe students during various sporting activities. They look for qualities like determination, teamwork, and leadership. It's more about the character and attitude of the players rather than relying on scientific measurements or statistics."

Based on these code references, it appears that a combination of anthropometric measurements and direct observation of physical attributes are being used as talent identification methods in primary schools in the Sanyati district. These traditional methods focus on physical characteristics and performance-based assessments rather than relying on technological tools or data analytics.

With quantitative analysis, there is a correlation since both strands reviewthe use of scientific methods and traditional ways such as observations

4.5.2 How effective are the methods of talent identification in women's football being used in primary schools in Sanyati district?

The researcher conducted one sample t—test to understand the effectiveness of the methods of talent identification in women's football being used in primary schools in Sanyati district.

Table 4.8

One sample T-test reviewing the effectiveness of the methods of talent identification in women's football being used in primary schools in Sanyati district?

	N	Mean	Std. Deviation	Std. Error Mean
The talent identification methods being used to identify talent in Sanyati primary schools are effective	62	1.79	1.203	.153

One-Sample Test

	Test Value = 3.0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The talent identification methods being used to identify talent in Sanyati primary schools are effective	-7.918	61	.000	-1.210	-1.52	-.90

Based on the provided one-sample test results, the analysis indicates that the test value used for comparison is 3.0. The test was conducted on a sample with 61 degrees of freedom. The significance level (p-value) associated with the two-tailed test is reported as 0.000.The mean difference between the talent identification methods being used and the test value is -1.210. The 95% confidence interval of the difference is reported as -1.52 (lower) to -0.90 (upper).

Based on these results, the p-value of 0.000 indicates that the effectiveness of the talent identification methods in women's football used in primary schools in the Sanyati district is statistically significant. The negative mean difference (-1.210) suggests that, on average, the talent identification methods being used are performing significantly below the test value of 3.0.The 95% confidence interval of the difference (-1.52 to -0.90) provides a range within which the true mean difference is likely to fall. This interval does not include the test value of 3.0, further supporting the conclusion that talent identification methods are not considered effective in women's football in the context of primary schools in the Sanyati district.Overall, based on the given analysis, it can be concluded that the methods of talent identification in women's football being used in primary schools in the Sanyati district are deemed ineffective, as they significantly fall below the test value of 3.0.

During the interviews, two keywords frequently dominated the conversation. The NVIvo version 14 was used to group the words into themes.

Table 4.9

The effectiveness of the methods of talent identification in women's football being used in primary schools in the Sanyati district?

NVivo Codes	No code references
Ineffective	18
Effective	7

Based on the provided NVivo codes and the number of code references (Ineffective: 18, Effective: 7), it appears that a larger number of participants perceive the talent identification methods as ineffective rather than effective. However, it's important to acknowledge that some participants may still claim the effectiveness of traditional methods of talent identification. Additionally, some participants may acknowledge the effectiveness of scientific methods but cite resource shortages as a reason for their limited implementation.

Participant G: *"I believe that the traditional methods of talent identification, such as observation and experience, are effective. Our coaches have been using these methods for years, and they have successfully identified talented athletes. However, I do acknowledge that scientific methods could provide more accurate and objective assessments. Unfortunately, our*

school lacks the necessary resources and equipment for implementing those scientific methods fully."

Participant D: *"In my experience, traditional methods like physical observation and coach judgment have proven effective in identifying talent. We can assess players' skills, technique, and game understanding through direct observation. While scientific methods might offer more precise data analysis, our school faces resource limitations. We don't have access to advanced technology or trained personnel to implement those methods effectively."*

These examples demonstrate how some participants may recognize the effectiveness of traditional talent identification methods based on their personal experiences and the success they have witnessed in identifying talented individuals. However, they also acknowledge the potential benefits of scientific methods while highlighting resource shortages as a barrier to their implementation.

The data from the quantitative and qualitative reviews that the methods used such as direct observations are ineffective.

4.5.3 What framework can be developed to improve talent identification in women's football for primary schools in Sanyati district?

To develop a framework for improving talent identification in women's football for primary schools in the Sanyati district, several key elements were considered by the research participants. Accordingly, various aspects were grouped using NVivo version 14.Hereare the ideas that are perceived to build a framework that can improve talent identification in women's football for primary schools in Sanyati district.

Table 4.10

Strategies to improve talent identification in women's football for primary schools in Sanyati district

NVivo Code	No of references
Needs Assessment	4
Collaboration and Partnerships	28
Standardized Assessment Tools	52

Training and Development	35
Long-Term Talent Development Pathway	29
Technological Integration	78

Needs Assessment (4 references): The data indicates that there were 4 references related to conducting a needs assessment. This suggests that participants recognize the importance of assessing the specific challenges, resources, and opportunities related to talent identification in women's football in the Sanyati district.

Collaboration and Partnerships (28 references): The data shows a significant number of references (28) related to collaboration and partnerships. This indicates that participants perceive collaboration with local sports organizations, football associations, and community stakeholders as crucial for improving talent identification. They recognize the value of engaging experts, coaches, and mentors to contribute resources and expertise to the process.

Standardized Assessment Tools (52 references): The high number of references (52) related to standardized assessment tools suggests that participants recognize the importance of implementing objective and consistent assessment methods. They understand that standardized tools can contribute to fairness, accuracy, and reliability in talent identification processes.

Training and Development (35 references): The data indicates that training and development are identified as important aspects of improving talent identification. With 35 references, participants acknowledge the need for providing training opportunities to teachers, coaches, and personnel involved in talent identification. This highlights the importance of enhancing their knowledge and skills in modern talent identification techniques.

Long-Term Talent Development Pathway (29 references): The data shows that participants recognize the significance of establishing a long-term talent development pathway. With 29 references, they emphasize the need for ongoing support, coaching, and opportunities for talented individuals to progress in their football journey beyond the identification phase.

Technological Integration (78 references): The data indicates a high number of references (78) related to technological integration. Participants recognize the potential of technology in talent identification, such as video analysis, data analytics, and wearable technologies. They see technology as a valuable tool for gathering objective performance data and supporting decision-making processes.

Overall, the analysis of the data reveals that participants emphasize the importance of collaboration, standardized assessment tools, training, long-term talent development, needs assessment, and technological integration in developing a framework to improve talent identification in women's football for primary schools in the Sanyati district. These findings suggest that a comprehensive framework should consider these key elements to enhance the effectiveness and fairness of talent identification processes in the context of the Sanyati district.

4.6 CHAPTER SUMMARY

The chapter has answered the research questions raised in Chapter 1. The next chapter discusses the obtained results in detail.

CHAPTER 5:DISCUSSION

5.1 INTRODUCTION

The chapter discusses the qualitative and quantitative data obtained from interview responses and questionnaires respectively. Scholars are also consulted in this chapter to give depth and breadth to the analysis. Consequently, the review has contributed to the development of an Adapted Talent Identification Framework in Girls' Football for Primary Schools in Sanyati District.

5.2 DISCUSSION

5.2.1 Research Question 1: What are the current talent identification methods being used in primary schools in the Sanyati district?

Based on the information provided from the qualitative and quantitative data reveals insights into the methods of talent identification used in primary schools in the Sanyati district According to quantitative results Table 4.6 Primary schools primarily rely on scouts attending matches and tournaments to identify players with potential talent. Scouts focus on specific attributes such as technical skills and mental strength.Trial sessions, where players can showcase their skills and abilities, are rarely utilized in primary schools. The Sanyati district rarely incorporates data analytics and technology to assess athlete strengths and weaknesses.An ANOVA analysis was conducted to examine the differences between talent identification methods used in primary schools.The ANOVA table 4.6 reveals that the p-values for all three cases are reported as 0.000, indicating statistically significant differences between the talent identification methods.This suggests that there are significant variations in talent identification outcomes based on the different methods employed in primary schools in the Sanyati district.

Additionally, based on the provided NVivo codes and the number of code references (Anthropometric measurements: 4, Observation of Physical Attributes: 10), the analysis of interview results further supports the findings related to the current talent identification methods used in primary schools in the Sanyati district. The use of anthropometric measurements and observation of physical attributes is mentioned as part of the talent identification process.These combined qualitative and quantitative results shed light on the existing approaches to talent identification in primary schools in the Sanyati district. The findings suggest a reliance on scouting and specific attribute assessment, with limited use of trial sessions and technology. The statistically significant differences between the methods highlight the need to explore and consider alternative approaches for talent identification, taking into account the specific context and challenges faced in the Sanyati district. While the data has shown some global practices it seems there is still much to be done for instance there is a lack ofperformance analysis amongst sub-elite and elite coaches to identify talent. The

factors that influence an athlete's performance in competition and training include their morphological characteristics, motor capacity, which includes strength, power, endurance, and perceptive motor skill, as well as their physiological adaptation (Leite et al., 2021; Callinan et al., 2023).

5.2.2 Research Question 2: How effective are the methods of talent identification in girls's football being used in primary schools in the Sanyati district?

Based on the One Sample Test analysisin Table 4.8, it can be concluded that the methods of talent identification in girls' football being used in primary schools in the Sanyati district are deemed ineffective, as they significantly fall below the test value of 3.0.Based on the provided NVivo codes and the number of code references (Ineffective: 18, Effective: 7), it appears that a larger number of participants perceive the talent identification methods as ineffective rather than effective.Participants argued that traditional observation methods heavily rely on the subjective judgment of scouts or coaches. Personal biases, preferences, and interpretations can influence the assessment of talent, leading to potential inaccuracies and inconsistencies in the identification process. Moreso, observations may only capture a limited snapshot of a player's performance during a specific match or training session. This restricted view may not provide a comprehensive understanding of the player's potential, skills, and capabilities, potentially overlooking hidden talents or areas of strength. Some participants purport that *"Traditional observation methods often lack standardized criteria and evaluation frameworks. This absence of consistent guidelines and benchmarks makes it difficult to compare and assess talent consistently across different observers or scouting sessions, leading to inconsistencies in talent identification."*Lloyd and Oliver (2018) provide evidence to support the participants' viewpoint, saying that coaches should recognize that it takes time for an athlete to reach their potential and that; therefore, the 10-year rule implies that practicing on a regular basis is essential to realizing one's potential. The importance of ensuring that the athlete is having fun while honing their fundamental movement skills and foundational technical game skills is the second important premise (Lloyd et al., 2012).According to Bailey et al. (2019), the third important concept is that an athlete's early specialization is likely to be problematic since it might impede the development of important fundamental movement abilities and increase the risk of burnout and overtraining. In order to further their development, young individuals should be encouraged to participate in a variety of sports at this age (Nutton et al., 2012). The Sanyati district's primary schools don't seem to be teaching these ideas.

5.2.3 Research Question: What framework can be developed to improve talent identification in girls' football for primary schools in the Sanyati district?

The data from Table 4.10reveals that participants emphasize the importance of collaboration, standardized assessment tools, training, long-term talent development, needs assessment, and technological integration in developing a framework to improve talent identification in girls'football for primary schools in the Sanyati district. These findings suggest that a comprehensive framework should consider these key elements to enhance the effectiveness and fairness of talent identification processes in the context of the Sanyati district.Schools of thought supporting this viewpoint contend that in order to achieve this domination, a number of professional sports organizations use talent identification and development systems (TIDS) to find and nurture athletes with potential (Sarmento, Anguera, Pereira and Araujo, 2018).Talent identification, according to Till and Bell (2019), is the process of identifying individuals who have the potential to perform at an exceptional level in the future at a young age. Thus, providing athletes with the best possible learning environment to help them reach their full potential is essential to talent development.The importance and goal of talent identification, according to Woods, McKeown, O'Sullivan, Robertson, and Davids (2020), can be summed up as follows: the process identifies people who show the greatest potential for success in the future and then focuses on helping these bright young people reach their full potential through further development. The ability to efficiently direct precious but limited resources toward the growth of individuals with the greatest promise is one advantage of talent identification and subsequent development for sporting organizations (Sarmento et al., 2018; Woods et al., 2020).

5.3 New Insights

5.3.1 Novel Findings

While this study is not first one of its kind, both internationally and locally, there are new findings different from those in previous researches, that emerged from the study. Such findings include the need to upgrade football facilities in Sanyati District. Most of the facilities are sub-standard they hinder the smooth development of players. Some of the respondents also raised the issue of increasing the number of facilities in the schools to enable coaches to have enough space to use during the coaching sessions as they will be coaching several football teams in a school.

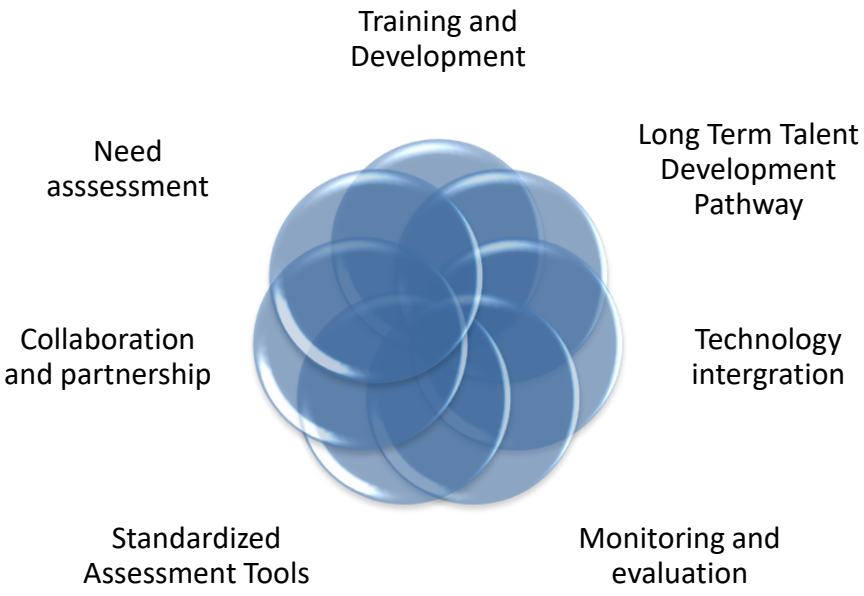
Frequency of training is also another issue of concern; Respondents said that the time allocated for sporting activities is not enough. Ball games including football are mainly done during the second term of the year. They think that the games being played throughout the year enable coaches to identify and develop talent very well.

5.3.2 Conceptual Framework

The chapter suggested an adjusted talent identification framework for Girls' football in Sanyati District elementary schools based on the results of the literature study and stakeholder interaction. This framework incorporated the most effective and relevant strategies identified, taking into account the unique characteristics of the district. Itoutlined key elements such as talent identification criteria, assessment methods, player development pathways, coach and teacher involvement, resource allocation, and ongoing evaluation and monitoring. The framework aims to provide a structured and comprehensive approach to talent identification, enabling primary schools in the Sanyati District to identify, nurture, and develop talented young female players.

Fig 5.1

An Adapted Talent Identification Conceptual Framework in Girls' Football for Primary Schools in Sanyati District.



A visual representation of the aspects involved in developing an adapted talent identification framework for Girls' football in primary schools in the Sanyati District. It highlights the key components and their interconnectedness, emphasizing the importance of needs assessment, collaboration, standardized assessment tools, training, long-term talent development, technological integration, and continuous evaluation in the framework's design and implementation.

5.3.3 Expert Validation.

In-depth interviews were used to collect data from experts. The experts used to validate the framework had expertise ranging from master graduates and experienced sports managers and research consultancy.

Table 5.2

External Expert Validation of the Framework

EXPERT	COMMENT	ACTION
E1	-Framework is good and readable -elements of the framework good as well There is a need to vary colours to emphasize the meaning	Will vary colour to add meaning
E2	-the framework is good -it is applicable in primary girls football. -there is a need to add one measure to promote primary girls football.	-Proposed measure added
E3	The framework is clear and easy to interpret. -It fits well into primary girls' football.	--

5.3.2. **The Significance of the Framework**

The suggested conceptual framework provide a structured and comprehensive approach to talent identification, enabling primary schools in the Sanyati District to identify, nurture, and develop talented young female players.While Sanyati District females may find this framework beneficial, other district associations may not find the approach to be sufficiently effective.

5.4 Limitations of the study

This study was based on literature that was irrelevant to the context in which it was done. As a result, the findings may not accurately reflect the condition among football girls in the district. However, the inquiry was effective in meeting its exploratory purpose. The cross-sectional design was used in this study. It cannot, therefore, be depended on to track developments in girls' football management over time. The researcher developed a response set based on questionnaire replies in which certain responses appear to deliver similar answers across the publication. Although such responses were rejected, they did reduce the research sample.

5.5 Chapter Summary

The research questions of the study are addressed in this chapter. The chapter attempted to close the knowledge gaps found in theory and practice by providing conceptual frameworks developed from the study's empirical data.In the next chapter, conclusions from the study and recommendations will be looked at.

CHAPTER 6:CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents decisive conclusions about the study and closes gaps by providing recommendations.

6.2. CONCLUSIONS

6.2.1 *Research Question 1: What are the current talent identification methods being used in primary schools in the Sanyati district?*

In conclusion, the current talent identification methods used in primary schools in the Sanyati district primarily rely on scouts attending matches and tournaments to identify players with potential talent. These scouts focus on specific attributes such as technical skills and mental

strength. However, trial sessions, which provide an opportunity for players to showcase their skills and abilities, are rarely utilized in primary schools. Additionally, important factors such as the athlete's physiological adaptation to competition and training, as well as morphological attributes are often missing from the talent identification process. Therefore, there is a need to enhance and adapt the talent identification methods in primary schools in the Sanyati district to ensure a more comprehensive and holistic approach that encompasses a wider range of attributes and considerations.

6.2.2. ***ResearchQuestion 2: How effective are the methods of talent identification in women's football being used in primary schools in the Sanyati district?***

In conclusion, the methods of talent identification in women's football currently used in primary schools in the Sanyati district are deemed ineffective according to research participants. The traditional methods lack important principles such as training protocols, fostering fun and joy, addressing fundamental movement skills, and recognizing specializations. These identified gaps indicate that the traditional methods do not always provide accurate results and are not statistically proven. Consequently, investing resources in developing athletes based on these methods can lead to misplaced investments.

6.2.3 Research Question: What framework can be developed to improve talent identification in women's football for primary schools in the Sanyati district?

In conclusion, the research participants in this study have highlighted several key aspects that are crucial for developing a framework to improve talent identification in women's football for primary schools in the Sanyati district. Collaboration is seen as essential, emphasizing the need to establish partnerships with local sports organizations and federations to facilitate knowledge sharing and resource allocation. Standardized assessment tools are identified as a critical component, ensuring consistent and reliable evaluation of talent across schools. Training is emphasized to equip coaches and teachers with the necessary knowledge and skills in talent identification. Long-term talent development is recognized as vital, providing a clear pathway for nurturing and advancing talented players. Needs assessment is highlighted as a fundamental step in understanding the specific requirements and challenges within the Sanyati district. Finally, technological integration is seen as a valuable tool to enhance objectivity, efficiency, and accuracy in talent identification processes.

6.3 RECOMMENDATIONS

Based on the identified gaps in talent development in women's football for primary schools in the Sanyati district, the following recommendations can be made to address these gaps:

- Conduct a comprehensive needs assessment to identify the specific requirements, challenges, and opportunities within the Sanyati district.
- Gather input from coaches, teachers, administrators, and other stakeholders to ensure a thorough understanding of the local context.
- Foster collaborations and partnerships with local sports organizations, federations, and community stakeholders.
- Establish networks for knowledge sharing, resource allocation, and support in talent identification and development.
- Develop or adopt standardized assessment tools specifically tailored to talent identification in women's football.
- Ensure that the assessment tools are reliable, and valid, and encompass a comprehensive range of attributes and skills.
- Design and implement training programs for coaches and teachers involved in talent identification.
- Provide education on talent identification principles, methods, and best practices.
- Include training on fundamental movement skills, technical development, and psychological aspects of player development.
- Establish a clear and progressive talent development pathway that outlines stages, benchmarks, and criteria for advancement.
- Provide opportunities for players to participate in competitive leagues, tournaments, and development programs.
- Explore and integrate technology-based solutions for talent identification and development.
- Utilize video analysis, data analytics, and other technological tools to enhance objectivity, efficiency, and accuracy in talent assessment.

6.3.1 Recommendations for future study

Future studies can focus on validating the effectiveness and impact of the developed adapted talent identification framework. This can involve evaluating its implementation in primary schools in the Sanyati District and assessing its outcomes in terms of talent identification accuracy, player development, and overall improvement in the quality of women's football.

Moreso, conducting comparative studies to compare the effectiveness of the adapted talent identification framework with other existing talent identification approaches in women's football. This can help identify the strengths and weaknesses of different frameworks and inform best practices for talent identification in similar settings.

6.4 CHAPTER SUMMARY

This chapter has presented the conclusions drawn from the study on developing an adapted talent identification framework in women's football for primary schools in the Sanyati District. Through the analysis of data and input from participants, several key findings have emerged, shedding light on the current state of talent identification and suggesting areas for improvement. The study revealed that the traditional methods of talent identification in the Sanyati District have significant gaps and limitations. These include the lack of standardized assessment tools, limited consideration of training protocols and long-term talent development, and minimal integration of technology. These gaps hinder the accuracy and effectiveness of talent identification, potentially leading to resources being invested in developing the wrong athletes.Based on these findings, a set of recommendations has been formulated to address the identified gaps and enhance talent identification practices in women's football for primary schools in the Sanyati District. These recommendations emphasize the need for collaboration and partnerships, standardized assessment tools, comprehensive training and development programs, long-term talent development pathways, needs assessment, and technological integration.

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Appendix A: Football Coaches' Questionnaire

This researcher is doing a Master of Science in Sport Management with Bindura University of Science Education and carrying out research on developing an Adapted Talent Identification Framework in Girls' Football for Primary Schools in Sanyati District. The information you give is purely for educational purposes and will not be used for any other purpose without your consent.

Please follow the instructions for the completion of the respective sections of this questionnaire.

1. Gender

- Male
- Female

2. Age group

20-24

25-35

36-40

41-50

50 years and above

3. Level of Education

Secondary

Diploma

First Degree

Postgraduate

4. Position held in sports

Coach

Sports director

School Head

Football Agent

5.Experience in coaching football

Less than one year

1-2 years

3-4 years

5 years and above

6. Do you have coaching qualification?

Yes No

7. What is your level of qualification in coaching?

ZIFA level 1....

ZIFA level 2.....

Caf A

Caf B

Caf C

None

8. Which of the following skills were you trained in?

Technical

Tactical

Psychological

Physiological

Social

Anthropological (Body)

None

9. How often do you use the coaching skills mentioned above?	daily	weekly	monthly	never	
Technical					
Tactical					
Physiological					
Psychological					

10. There are talent identification programs in Sanyati District

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

11. Coaches in Sanyati District are knowledgeable about natural methods of identifying talent

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

12. There are scientific methods of talent identification used in Sanyati District

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

13. Do you use the following Attributes to identify talent in football players.

On a rating scale of **1=Strongly disagreed, 2=Disagreed, 3= Neutral,4=Agreed and Strongly disagreed =5.** Tick the number that best describes what you fill on the attributes you use in identifying football prayers.

Item	Strongly disagreed	Disagreed	Neutral	Agreed	Strongly agreed
Ball control	1	2	3	4	5
Passing	1	2	3	4	5
Dribbling	1	2	3	4	5
Speed	1	2	3	4	5
Endurance	1	2	3	4	5

Agility	1	2	3	4	5
Strength	1	2	3	4	5
Motivation	1	2	3	4	5
Confidence	1	2	3	4	5
Social skills	1	2	3	4	5
Game intelligence	1	2	3	4	5
Defending	1	2	3	4	5
Attacking	1	2	3		5
Height	1	2	3	4	5
Weight	1	2	3	4	5

14. Which other attribute do you use to identify talent? .....

15. The methods currently used to identify talent in football for primary schools in Sanyati district are effective

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

15. How can talent identification methods used in Sanyati district be improved?.....

16. What elements do you consider would be essential in a frame work for talent identification in girls' football for primary schools in Sanyati District?

.....

Appendix B: Interview Questions for Sports Directors and School Heads

BINDURA UNIVERSITY OF SCIENCE EDUCATION

STUDENT NAME: MAMBOKO RUMBIDZAI

STUDENT PIN: B225118B

MSc SM: Dissertation.

INTERVIEW SCHEDULE FOR SPORTS DIRECTORS AND SCHOOL HEAD

Below are interview questions to be discussed during the face-to-face interview with the Sports Directors on talent identification and development in football in primary schools in Sanyati district.

1. How do coaches identify and develop talent in football?
2. Do you organize workshops on talent identification?
3. What is your understanding of talent identification?
4. Are the coaches allowed to identify talent?
5. How can talent identification be improved in the district?

Appendix B: Interview Questions for Football Coaches and football agents

BINDURA UNIVERSITY OF SCIENCE EDUCATION

STUDENT NAME: MAMBOKO RUMBIDZAI

STUDENT PIN: B225118B

MSc SM: Dissertation.

INTERVIEW SCHEDULE FOR FOOTBALL COACHES AND AGENTS

Below are interview questions to be discussed during the face-to-face interview with football coaches on talent identification used in football.

1. What attributes do you look at when identifying talented players?
2. Which methods do you use to identify talented football players?

3. How effective are the methods being used to identify talented football players?

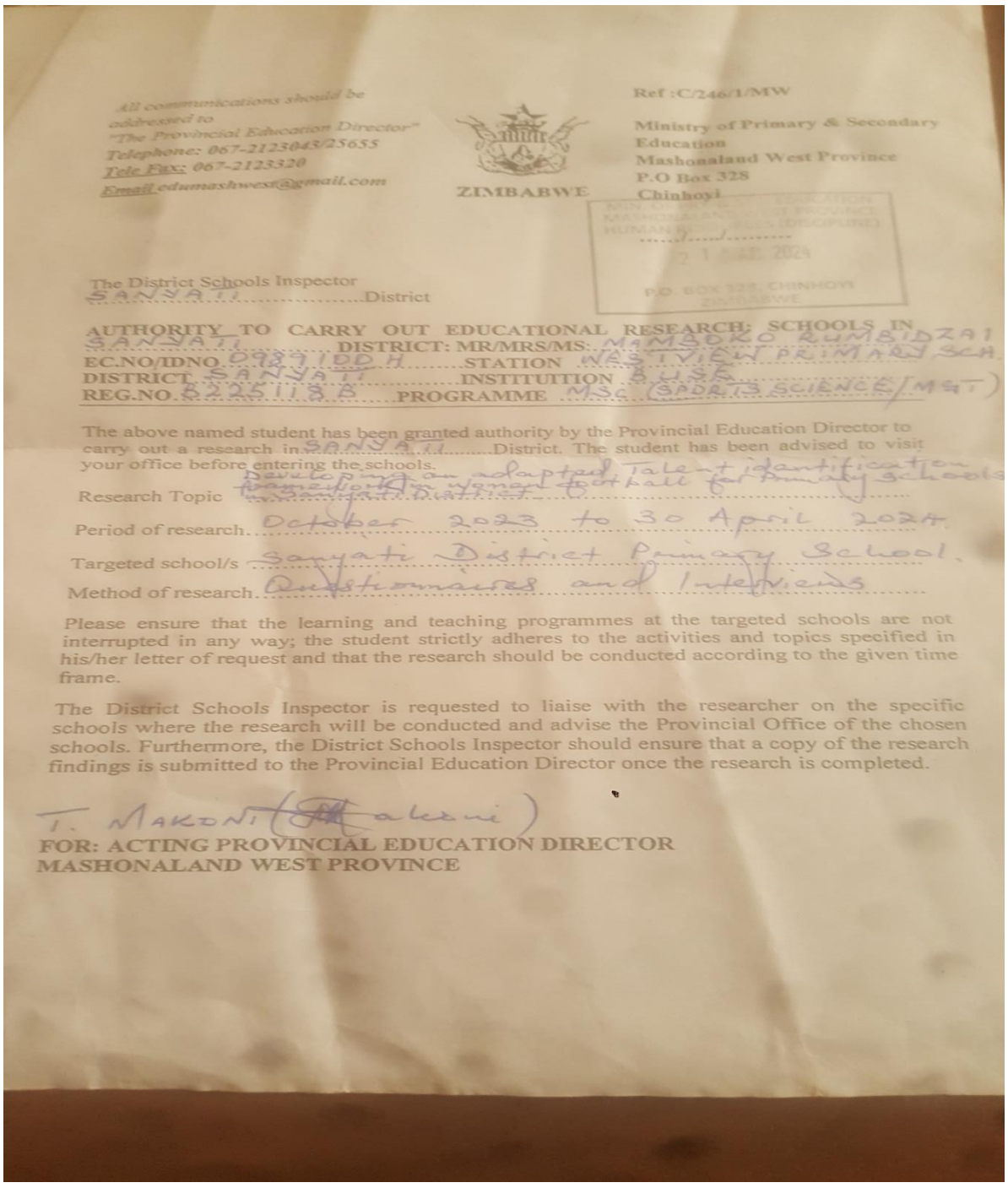
4. Which methods do you use to develop talented football players?

5. How effective are the methods being used to develop talented football players?

6. How can the methods used to identify talented football players be improved?

7. How can methods used to develop potentially` talented football players be improved?

Appendix D: Permission Letters



All communications should be addressed to "The Provincial Education Director"
Telephone: 067-2123048/25655
Tele Fax: 067-2123320
Email edumashwest@gmail.com

ZIMBABWE

Ref :C/246/1/MW

Ministry of Primary & Secondary Education
Mashonaland West Province
P.O Box 328
Chinhoyi

The District Schools Inspector
SANYATI District

AUTHORITY TO CARRY OUT EDUCATIONAL RESEARCH: SCHOOLS IN SANYATI DISTRICT: MR/MRS/MS: MAMSOKO RUMBIDZAI
EC.NO/IDNO 0989108H STATION WESTVIEW PRIMARY SCH.
DISTRICT SANYATI INSTITUTION B.U.S.E.
REG.NO B225118B PROGRAMME MSc (SPORTS SCIENCE/MST)

The above named student has been granted authority by the Provincial Education Director to carry out a research in SANYATI District. The student has been advised to visit your office before entering the schools.

Research Topic Developing an adapted Talent identification framework in Zimbabwean football for Primary schools

Period of research October 2023 to 30 April 2024

Targeted school/s Sanyati District Primary School.

Method of research Questionnaires and Interviews

Please ensure that the learning and teaching programmes at the targeted schools are not interrupted in any way; the student strictly adheres to the activities and topics specified in his/her letter of request and that the research should be conducted according to the given time frame.

The District Schools Inspector is requested to liaise with the researcher on the specific schools where the research will be conducted and advise the Provincial Office of the chosen schools. Furthermore, the District Schools Inspector should ensure that a copy of the research findings is submitted to the Provincial Education Director once the research is completed.

T. MAKONI (Acting)
FOR: ACTING PROVINCIAL EDUCATION DIRECTOR
MASHONALAND WEST PROVINCE

Appendix E: Informed Consent Letter

Dear respondent

I am a postgraduate student at Bindura University of Science Education, and I am researching on developing an adapted talent identification framework in girls' football for primary schools in Sanyati District. I am interested in your experience in coaching football in schools. The responses given are for research only.

I have understood what is required of me as a participant in this study on developing an adapted talent identification framework in women football for primary schools in Sanyati district. I freely consented to participate. I have been given satisfactory answers to my questions. I certify that I will answer all the questions to the best of my knowledge.

Name …….

Signature ……